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ABSTRACT

This publication seeking to assist social studies educators at the middle grades level, this publication considers some of the salient issues in the field of social studies; ways to gain a more comprehensive understanding of the important developmental stage of early adolescence; and how to recognize the importance of developing and implementing sound social studies programs based on this knowledge. Chapter 1 discusses the developmental realities of early adolescence with an emphasis on implications for social studies instruction. Chapter 2 considers social studies specifically with a definition and analysis of the objectives of social studies and guidelines for enhancing instruction. Chapter 3 contains selected resources useful to social studies educators. Chapter 4 offers selected conclusions and recommendations regarding middle level social studies curriculum and instruction. The final section of the publication, contains "resources for additional reading" and provides a wide variety of suggested sources for those wishing to go beyond the scope of the publication. (DB)

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MIDDLE LEVEL SOCIAL STUDIES

Teaching for Transition to Active and Responsible Citizenship

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

I know of no safe depository of the ultimate powers of society than the people themselves, and if we think them not enlightened enough to exercise their control with a wholesome discretion, the remedy is not to take it from them, but to inform their discretion.

Thomas Jefferson

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Michael G. Allen

NEW ENGLAND LEAGUE OF MIDDLE SCHOOLS

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SO 021 037

MIDDLE LEVEL SOCIAL STUDIES

Teaching for Transition to Active and Responsible Citizenship

by
Michael G. Allen

NELMS
New England League
of Middle Schools
15 Summer Street
Rowley, MA 01969

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DEDICATION

To Allan Mackinnon
Your faithful service to humankind
is an inspiration to all;
Thanks for keeping in touch!

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PREFACE TO ORIGINAL PUBLICATION

The decade of the 1980's is proving to be one of turmoil and trouble. Events throughout the world demonstrate the interdependence of peoples and the tentativeness of governments, economies, and the social fabric. The world is a different place than it was twenty years ago. Our nation is faced with severe economic dislocation, dwindling natural resources and energy resources, and many other problems. The question of whether or not the educational system is adequately preparing young people to deal with present and future realities stays front and center. Study after study suggests the answer is an overwhelming NO. At no time in history has this nation faced more difficult problems. This decade will most likely witness significant changes in ways of life undreamed of just ten years ago.

Clearly one of the major components of the curriculum—social studies—shares a heavy responsibility for assisting students in coping with these problems. The foundation for responsible citizenship should be built in social studies. It is, therefore, incumbent on social studies teachers to provide appropriate learning experiences so that early adolescents can learn how to function effectively in a world of rapid change.

During World War II, American flyers in the South Pacific were equipped with a survival kit in the event ditching in the ocean became necessary. In some ways, the authors view this publication in such a light. While time and space constraints make it impossible to consider all important segments of social studies and the related issues in the field, this publication should serve to stimulate those responsible for social studies instruction at the middle grades level.

This publication seeks to assist social studies educators at the middle grades level to: (1) consider some of the salient issues in the field of social studies, (2) to gain a more comprehensive understanding of the important developmental stage of early adolescence, and, (3) to recognize the importance of developing and implementing sound social studies programs based on this knowledge. Section I discusses the developmental realities of early adolescence with an emphasis on implications for social studies instruction. Section II considers social studies specifically with a definition and analysis of the objectives of social studies and includes guidelines for enhancing instruction. Section III contains selected resources useful to social studies educators. Section IV offers selected conclusions and recommendations regarding middle level social studies curriculum and instruction. The final section of the publication contains "Resources for Additional reading" and provides a wide variety of suggested sources for those wishing to go beyond the scope of this publication.

M.G.A. & C.K.M.

PREFACE TO REVISED EDITION

Since the publication of *Middle Level Social Studies: From Theory to Practice* (1983) by the National Middle School Association the United States and, for that matter, the world-at-large continues to struggle with turmoil, conflict and chaos. In addition to insatiable demands for resources the human population continues to expand with estimates it will double in the next twenty years! That we live in perilous times is clear. That such realities call for bold responses is equally axiomatic.

The social studies enjoys the mandate to prepare young people for active and responsible citizenship. In the short term social studies educators must address mandates for more content (i.e. social science concepts, multicultural education, global education, humanities, history—U.S. and non-Western, geography and law related education, to name a few), skills for acquiring information, organizing and using information and for fostering and improving interpersonal relationships and participation in the body politic, and values and beliefs (both valuing as a process and those democratic values and beliefs that enable us to nurture, sustain and perpetuate our culture). In the long term these same educators must prepare youngsters to solve seemingly intractable problems and address ethical issues and matters of public policy unheard of a decade ago.

During the period of early adolescence social studies comes into its own as a discrete entity in the school curriculum. So long a step-child to the three R's, social studies continues primarily as a fragmented effort to socialize, even in the middle grades. This situation simply cannot continue. The stakes are too high. This is especially so at the middle level since early adolescents are at a unique developmental stage in their lives. We must impress on them the necessity of active and responsible citizenship, as well as an appreciation for social studies content and skills, especially in relation to successful post-schooling functioning.

Through a revision and up-dating of its predecessor, this publication offers middle level educators (1) a deeper understanding of the historical-philosophical antecedents of social studies education; (2) an overview of the developmental characteristics of early adolescence; and (3) ideas for challenging early adolescents with social studies experiences that not only address their unique developmental profile but "capture" their imaginations for active, responsible citizenship as well. Further, readers are challenged to engage in a more reflective examination of the goals and objectives of middle grades social studies.

Chapter 1 addresses the nature of the social studies while providing an overview of the historical-philosopical antecedents of the field. The

four Traditions are briefly described, followed by a tentative definition coupled with broad goals and objectives. The chapter concludes with questions that challenge readers to consider particular issues and make some "personal connections."

Chapter 2 offers an overview of early adolescence and its attendent developmental characteristics. It too concludes with questions that challenge readers to consider particular issues and connect the information to their professional functioning.

While this is not a how-to-do-it publication, Chapter 3 describes the Civic Achievement Award Program (CAAP) in detail. As a type of participatory opportunity specifically developed for middle grades students, it is a concrete example of how to involve young people in sound educational activity designed to promote active and responsible citizenship. The chapter concludes with a series of questions that challenge readers to connect this information to sound middle level education practices in their own schools, particularly in social studies.

The fourth chapter offers readers conclusions and recommendations for middle level social studies education curriculum and instructional practices. It too concludes with a series of "direction-finding" questions. The bibliography lists resources for middle level educators interested in expanding their social studies, early adolescence and middle level education information base.

MGA

CHAPTER ONE
The Nature of Social Studies

Remember when you:

. . . thought Los Angeles, Miami, London and Boston were states?

. . . "did" current events every Friday?

. . . constructed an Army fort out of matchsticks, or a flour, salt and water map of Latin America?

. . . memorized "important" facts like state capitals, the Preamble of the United States Constitution, or products of various countries?

. . . read your social studies textbook chapter-by-chapter and answered questions at the end of each chapter?

. . . depended primarily on the World Book and Encyclopedia Britannica for oral and/or written reports on topics such as "Indians," "Eskimos," or the "Civil War?"

. . . could not pronounce, much less spell, the names of the capital cities of most African nations?

From its rather inauspicious beginning in the 1880's as the teaching of certain patriotic values through myth and moral parables, social studies has experienced a checkered history. As an important component of the public school curriculum from the early part of the Twentieth Century it has been victim of the cultural ebb and flow of this nation. And so it continues today.

A cursory review of the professional literature reveals a field rife with conflict and disagreement. Social Studies continues to be the target of efforts to indoctrinate or otherwise inculcate the youth of the nation with "proper" values, attitudes and beliefs of a particular way of life.

Regardless of the particular view held by individuals, students generally are turned-off by traditional approaches to teaching social studies. Simply redoubling efforts in the same direction will solve nothing. For teachers and students alike, a necessary first step toward renewal is a reassessment of goals and objectives.

The social studies "Traditions" best describe the various emphases and competing conceptions in the field. An important outcome of analyzing these traditions is a workable definition of social studies.

THE FOUR TRADITIONS

In a significant publication Barr, Barth, and Shermis (1977) outlined the various philosophical threads that have woven themselves through social studies since its inception. They delineated a "three traditions" approach to the field in an effort to understand the competing philosophical perspectives in social studies. Using this model they traced the historical and philosophical antecedents of social studies in the United States. The three traditions identified are:

1. Social Studies Taught as Citizenship Transmission.
2. Social Studies Taught as Social Science.
3. Social Studies Taught as Reflective Inquiry.

A fourth tradition proposed by Miller and Young (1979)—Social Studies Taught as Personal Development—has been added to the mix.

Social Studies Taught as Citizenship Transmission

This tradition is the oldest and most pervasive of the four traditions. Research suggests that the majority of social studies curriculum and instructional practices in schools reflect this tradition. It also receives wide public support.

The *purpose* of this tradition is that a particular conception of social studies be both learned and believed (Barr, Barth, Shermis, 1977). Essentially, "truth and knowledge" reside with the teacher and with a particular textbook selected to be "learned" and accepted without question.

The *method* employed by teachers consists of a series of techniques and strategies which involve a mixture of description and persuasion. According to the authors, this tradition is " . . . dedicated to transmitting a precisely defined image of society and of citizenship" (p. 60).

The *content* of the tradition is based on knowledge, assumptions, and beliefs which are accepted at face value. In essence, this means that whatever is found in the textbook is accepted as truth.

Social Studies Taught as Social Science

The second tradition rose to prominence during the "new social studies" era of the 1960's. While a number of school districts and states redesigned their social studies programs and curriculum guidelines around the social science model, the tradition did not have the far-reaching impact its developers and supporters envisioned.

The *purpose* of the tradition is "that young people shall acquire the knowledge, skills, and devices of particular social science disciplines to the end that they become effective citizens" (Barr, Barth, and Shermis, pp. 61–62). The implicit assumption is that good citizenship results

from learning the structure and methods of the various social science disciplines.

The *method* employed is a distillation, for teaching purposes, of the various models of inquiry used by social scientists in their quest for knowledge. The essence of this tradition lies in the quest for knowledge.

The *content* of the tradition consists of specific topics, issues and problems of the various social sciences that have been conceptualized for specific grade levels.

Social Studies Taught as Reflective Inquiry

The third tradition, while not new, is a significant departure from the first two. Beyond the fact that the stated purpose is the same as in the first two traditions, similarity ends. Citizenship is defined as the ability to make good decisions within a given socio-political context.

Proponents of Reflective Inquiry make no distinction between method and content. Essentially, the *method* is a type of inquiry that promotes decision-making, problem solving, and enhanced questioning ability in a divergent context for the purpose of arriving at satisfactory answers to important problems. The problems and issues selected form the *content* of study in this tradition.

Social Studies Taught as Personal Development

Another view of social studies was proposed (Miller and Young, 1979) which offers a different philosophical orientation to the field. The *purpose* of this tradition is self-development and human interaction rather than the accumulation of traditional values. Simply stated, the goal is to assist students in discovering in themselves the universal experiences of the human race.

Through a *method* of inquiry called introspection, the tradition seeks to assist students in discovering their own essences and becoming autonomous, self-directed learners cognizant of their past and future. Introspection includes observing and analyzing one's own mental states and processes, one's own thoughts and feelings, as well as a personal approbation of truths, derived from sense perception, logical demonstration, scientific proof, intuition or revelation. Necessarily this all occurs in a particular socio-political context.

The *purpose* of the tradition is to enrich the understanding of the learner's inner self rather than the production of a conformist, activist, or social scientist. The content is based on the social sciences, humanities and personal life experiences of the learner. Such would include a curriculum strong in decision-making opportunities, coupled with high expectations of individual, intellectual, and social

responsibility.

The teacher's responsibility and involvement is to assist learners in maximizing their emotional and intellectual potential.

SOCIAL STUDIES: A DEFINITION

Social studies has been described as simplified social science, a fusion and integration of the social sciences, instruction in patriotism, and value inculcation, to name a few. Until recently there has been no serious or widespread agreement on a definition of social studies. Disagreement in the field has extended beyond a theoretical argument over goals, objectives, and appropriate content, into the classroom where teachers are faced with a bewildering array of options and expectations for fulfilling the task of educating students for active and responsible citizenship in a democratic environment (Charting a Course: Social Studies for the 21st Century, 1989).

This problem is particularly acute at the middle level since it is here that students are introduced to their first serious and systematic interaction with social studies as a formal course of study. It behoves middle grades teachers to seriously address the curricular and instructional issues in social studies.

In spite of a plethora of definitions, it is the one offered by Barr, Barth and Shermis (p. 69) that this writer believes holds the most promise for enhancing social studies and the middle level (see Figure 1). The definition is:

> THE SOCIAL STUDIES IS AN INTEGRATION OF EXPERIENCE AND KNOWLEDGE CONCERNING HUMAN RELATIONS FOR THE PURPOSE OF CITIZENSHIP EDUCATION.
>
> THE GOAL: CITIZENSHIP EDUCATION
>
> OBJECTIVES REQUIRED TO ACHIEVE EFFECTIVE CITIZENSHIP:
>
> 1. KNOWLEDGE
> 2. SKILLS NECESSARY TO PROCESS INFORMATION
> 3. VALUES AND BELIEFS
> 4. SOCIAL PARTICIPATION

From this framework for organizing and defining the social studies can come a distinctive view of the field as it relates to middle grades curriculum and instruction. The definition delineated above is discussed below in relation to appropriate learning experiences for middle level students.

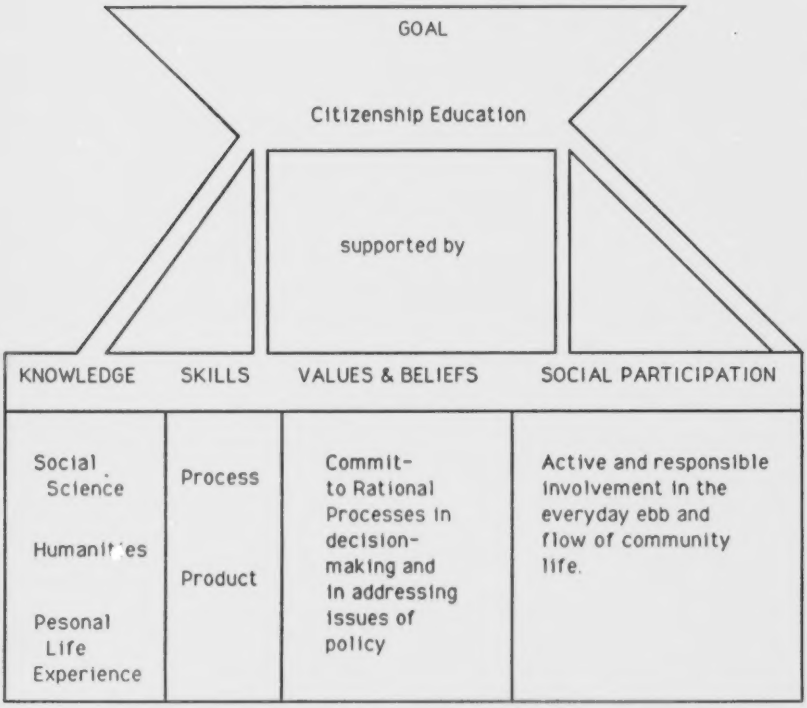
KNOWLEDGE

While the knowledge gained through social studies varies, depending on one's philosophical view, there is a thread of commonality

Figure 1

SOCIAL STUDIES

AN INTEGRATION OF EXPERIENCE AND KNOWLEDGE
CONCERNING HUMAN RELATIONS FOR THE
PURPOSE OF CITIZENSHIP



regarding the importance of the social sciences to the social studies. The social science disciplines form a major portion of the knowledge-base of social studies.

Traditionally, the focus has been on history and geography as reflected in textbook content used in most classrooms. The decade of the 1960's witnessed a veritable tidal wave of involvement by social scientists in the development of social studies curricula. The force propelling this involvement was the desire to infuse social studies with more "academic rigor." This movement is characterized by the second tradition, *Social Studies Taught as Social Science.*

Focusing on the social sciences alone, however, is insufficient if middle grades social studies is to take on new and vibrant meaning

and value for students. The knowledge-base must be expanded to include the humanities as well as the personal life experiences of early adolescents. These knowledge areas are discussed later.

The Social Sciences

The contributions of the social sciences may be delineated in two main categories. First, the structure of each discipline—the data, principles and assumptions; and second, the modes of inquiry or processes employed in the effort to gain new knowledge. Educationally speaking, both social science concepts and generalizations and the methods used to generate them are important to social studies.

History

"When we estrange ourselves from history, we do not enlarge, we diminish ourselves, even as individuals. We subtract from our lives one meaning which they do in fact possess, whether we recognize it or not. We cannot help living in history. We can only fail to be aware of it" (Heilbroner, 1961, p. 209).

History is both a record of humankind's past and the past itself. In a sense, history enjoys an existence apart from our knowledge of it. It is important that teachers and students remember that history has come to us filtered through the minds of observers and writers and, therefore, is often one-sided and biased. There is much truth in the statement that history has been written by the victor not the vanquished. Clearly, history is a subject of interpretation.

In spite of these necessary cautions, the "organization of history has a kind of elementary simplicity about it that has been long irresistable to teachers and textbook writers. This most often results in a chronological approach to the teaching of history that focuses on historical fact" (Commanger, 1980, p. 14). Such teaching seldom moves beyond memorization of discrete, often unrelated facts.

An additional important consideration is the development of an appreciation for the "many and sobering limitations on historical material" (Commanger, p. 43), particularly since these limitations extend to textbooks used in social studies classrooms. In the first case history is terribly distorted because it is the product of the human mind and is principally a written record subject to all the vagaries of that form of information transmission. On the other hand the patterns of history are not an inherent part of the unfolding of history, but in fact, artificial designations imposed by the observer and writer in their best effort to bring clarity and meaning to an otherwise jumbled mass of human experience. Such patterns too often become ends in themselves in the sense that the reader comes to believe that "this is the way it really

happened" or "these are the actual causes of this or that event."

Finally, the temptation to view historical events from a "present-mindedness" is a limiting factor for teachers and students alike. It is easy to play "Monday morning quarterback" when reading about the past. We should remain cognizant to the tendency to judge events and people's motivations from our own personal perspectives.

Once teachers admit to themselves "that history is neither scientific nor mechanical, that the historian is human and therefore fallible, and that the ideal history, completely objective and dispassionate, is an illusion" (Commanger, p. 49), they are free to explore the varities of history in a way that will breath life into their teaching and enable them to adequately answer the age-old question, "Why do we have to study this?"

Through studying history, students' natural curiosity and spirit of inquiry are excited to grow beyond the immediate to a deeper appreciation of the past (Building a History Curriculum: Guidelines for Teaching History in Schools (1988). Studying history is important to the development of "attitudes of mind that distinguish the educated man—the habits of skepticism and criticism; of thinking with perspective and objectivity; of judging the good and the bad and the in-between in human affairs; of weighing the pros and cons and discerning the different shades of gray that lie between gray and black" (Daniels, 1972, pp. 8–9).

What meaning, then, does this hold for middle grades learners and teachers? It suggests we need to move away from indoctrination, the glorification of the national state and attempts to condition students to "automatic loyalties." Further, it points to the importance of promoting an enlightened understanding of and appreciation for individual freedom and responsibility and the realities of living in a global context.

Such an attitude would enhance life and help students become more active and responsible citizens. It also denotes the importance of promoting, through the instructional processes and teacher behavior, tolerance for differences in loyalties, cultures, faiths and human ideals. A tall order indeed!

From Theory to Practice: Some Possibilities

In studying history, early adolescents ought to have opportunities to examine the whys and wherefores of the discipline. This may be accomplished through independent reading of both primary and secondary historical documents and related sources, independent study and research on various topics and writing from various perspectives like autobiography, biography, and reporting on historical events of particular interest.

Students can be encouraged to become historical Sherlock Holmes'. The process of collecting, interpreting and explaining historical evidence is an excellent way to promote inductive reasoning. Teachers can initiate this whole process by such techniques as local history projects, various reading materials, field trips and simulation games. Further, the historical record is replete with famous quotations that prove intriguing to students and often lead to further study and deliberation.

Geography

In recent years, georgraphy has enjoyed a modest revival in schools (Guidelines for Geographic Education: Elementary and Secondary Schools, 1984). This trend is positive since we are a geographically illiterate nation. Although television brings into focus the world and its problems on a daily basis, many fail to appreciate the fact that ours is a global age. The danger exists that in efforts to become less ethnocentric there is a tendency to return to teaching geography the "old way." Geography has too often consisted of the study of landforms, climate and various agricultural, mineral and industrial products of individual nations. Unfortunately, the majority of textbooks reflect such emphases. While it is of some value to develop the kind of mental picture of individual nations and peoples, it is far more important to grasp the essence of the global nature of our existence, the interdependence of life on the planet and the impact of different lifestyles on the lives of others (Manson and Ridd, 1977).

Essentially, geography and other social sciences share an interest in people. Geography can be exciting when people, their culture, and their response to the environments in which they exist are understood in a global sense. In understanding the interrelations between places geography comes alive.

Gone are the days of political and economic hegemony when people could maintain a high degree of ethnocentrism. The overriding reality today is interdependence—that essential reliance on each other in all areas of life. An issue related to the need to understand interdependence is found in the process of environmental destruction throughout the world. Through the study of various environmental issues as they relate to geography, students are better able to grasp the interrelatedness of life on earth.

In addition to emphasizing people and places, the global nature of life and interdependence, geography emphasizes certain skills essential to a sound social studies education like map reading and interpretation and understanding time and distance. Unfortunately, "Evidence increasingly indicates that many students are not learning much about either geography or map interpretation" (Chapin and Cross, 1973, p.

107).

What do such developments mean for middle level social studies teachers? First, the study of countries around the world as through they were separate, independent geographic entities should be deemphasized. The concept of interdependence should be stressed along with skill work in map and globe reading and interpretation. Such an approach to geography focuses on a more comprehensive view of humankind and its surroundings.

From Theory to Practice: Some Possibilities

In helping students develop a deeper appreciation of geographic information teachers should "focus on the interaction of cultural forms and natural environment" (Joyce, 1972, p. 123). In learning about climates, vegetation, natural resources and landforms, students should be helped to see how different cultures have adapted to their physical environment.

In addition to learning about the relationship between people and their environments students should learn to appreciate and use generalizations important to geography including:

1. People live on this planet which is located in a solar system in the universe.
2. Each area of the earth possesses unique geographic characteristics.
3. All people have in common the need for food, clothing and shelter.
4. In the struggle to survive, people are forced to interact directly with their physical environment.
5. The physical environment, while affected by people, also has a limiting effect on them.
6. Cultural groups meet their needs in unique ways that depend on: (a) available resources; and, (b) the particular value characteristics of each.
7. The concept of interdependence may be understood particularly by the uneven distribution of the wide variety of natural resources people employ to meet their needs.
8. Cultural patterns change over time as the result of changing geographic patterns.
9. The earth has been radically altered by cultural patterns.

Students must be made aware of both the global nature and interdependence of existence on this planet and the infinite number of direct relationships between their communities and those around the globe.

Anthropology

Anthropology, the study of people and their works, plays a minor role in most middle grades social studies curriculum but should be an important part of the academic experience at this level. As a discipline devoted to the study of group life, it is divided into several sub-disciplines.

Physical anthropology is the study of the physical aspects of humankind as a living entity with particular emphasis on the evidence for the evolution of humankind. Archaeology is concerned with the careful analysis of data on human cultures gained through "excavation of sites of former human habitations—ancient dwellings, monuments, objects of art, tools, weapons, and other human works covered over by the soil of time (Pelto, 1980, p. 2).

Anthropologists are also interested in linguistics—the study of language—since language, in its multitude of forms, has served as the primary mode of communication between people. Cultural anthropology is concerned with the many varieties of human behavior, past and present, that have been found throughout the world.

Due to its emphasis on people in group settings, anthropology has much in common with sociology. Nevertheless, they do differ in several important ways. The anthropologist generally is interested in the study of non-Western peoples while sociologists tend to study aspects of Western culture. Anthropologists prefer to conduct research on group life in "face-to-face" contact while sociologists generally study larger segments of a particular social system.

Probably the most important aspects of anthropology for middle grades teachers and students are (1) the concept of culture; and, (2) the nature and methods of fieldwork of the dig. Though anthropology is a young discipline and cannot claim to have produced extensive and elaborate laws or generalizations about human behavior, several postulates have been developed. They include:

1. Culture is a total lifeway, not just a superficial set of customs. It largely shapes how we feel, behave, and perceive as we adapt to our world.
2. Every cultural system is an interconnected series of ideas and patterns for behavior in which changes in one aspect generally lead to changes in other segments of the system.
3. Every human cultural system is logical and coherent in its own terms, given the basic assumption and knowledge available to the given community.
4. Study of practically any behavior and beliefs among nonmodern peoples, no matter how unusual, is of direct relevance to understanding our own culture, for it appears that humans

everywhere shape their beliefs and behaviors in response to the same fundamental human problems.

5. Many traditional cultural practices and beliefs that once seemed quaint and outmoded have been found to have a pragmatic basis.
6. Individuals, even in small-scale traditional societies, differ one from another in attitudes, information, skills, culturally valued resources, and other attributes.
7. Although the peoples of the world may be roughly (and arbitrarily) categorized into major population groups, based on a very limited number of physical characteristics, there are no "pure races" and there never have been.
8. There is no evidence of significant differences in ability or "intelligence" among the major ethnic or "racial" groupings of the world.

With these postulates, students may begin to develop a deeper understanding of culture and all its ramifications. Additionally, such understanding should extend to non-Western cultures. Anthropology shares with geography the task of helping us become less ethnocentric in our life view.

From Theory to Practice: Some Possibilities

One of the most exciting aspects of anthropology lies in the fieldwork of archaeologists. Duplicating the conditions and techniques of an archaeological excavation around the schoolground is not difficult. A series of artifacts can be buried and students can enjoy a dig. Through this experience students learn the necessity of taking great care of excavated materials while paying close attention to the position and context of each object.

From the dig comes the opportunity to analyze materials and objects in a given context while learning how to read and describe the story of the excavated materials. Field trips to dump sites around old farmhouses are an excellent way to introduce students to the study of human activity from an anthropological perspective. Such experiences also help students develop appreciation for the difficulties of life in the past.

Another excellent way to motivate students to study and understand other cultures is through literature and art.

Sociology

Sociology is the social science discipline most closely related to the developmental realities of early adolescence in the sense that many of the processes studied by sociologists are being directly experienced

by early adolescents. Sociology is the study of human behavior in a group setting with an emphasis on the study of groups in the Western world. As with other social sciences, sociology concerns itself with people.

Sociologists study the organization of society from the perspective of the social structures within each society. The basic elements of any social structure are norms, roles and positions all of which are important facets of the proper functioning of any group or society. The study of social structure is relevant to early adolescents in their endeavor to gain a more comprehensive understanding of society and their role in it. Sociologists are also concerned with human interaction, the principal component of social life.

Learning that one can predict the behavior of other people and that this predictability enables people to function in the group setting is important for middle grades students. Finally, sociologists are interested in the process of socialization, "the procedures by which the individual is taught the skills, attitudes and values necessary for proper participation in his or her society" (Kitchens, 1980, p. 15). The principal agents of socialization, the family, school, peer group, mass media and church are important in the work of sociologists and, therefore, should constitute a significant part of the middle grades social studies curriculum.

As is true with history, students often ask about the value of studying sociological concepts. There are at least three good reasons for studying sociology. First, sociology can "enable individuals to understand the historical forces that help create events in their life" (Kitchens, 1980, p. 57). Such understanding helps promote self-understanding. Second, study of sociological concepts, norms, roles and positions promotes a deeper understanding of other people. This is important for middle grades students given the developmental realities they face. Third, "the study of sociology (teaches) the definition of a host of commonly used words . . . (such as) alienation, institution, interaction, social change, crowds, rumors, community and urban" (Kitchens, 1980, p. 59).

From Theory to Practice: Some Possibilities

Two important considerations for middle grades social studies teachers in efforts to promote deeper understanding and appreciation for sociology are to help students investigate and understand the socialization process and to grasp, in a practical sense, the concept of norms. The use of literature – fiction and non-fiction is an excellent vehicle for such learning.

Economics

In recent years the study of economics has found its way into the social studies curriculum. Characterized by many as the most difficult of the social sciences to understand, economics often frightens even the most courageous social studies educator. This misunderstanding and fear of economics has been ameliorated somewhat by the excellent work of Joint Councils for Economic Education in addition to the work of Lawrence Senesh on economics education.

Briefly, economics may be defined as "a study of the choice-making process used by individuals and total societies in their attempt to satisfy their needs and wants for goods and services" (Warmke, 1980, p. 1). More simply stated, economics is the study of how people earn and spend money.

The basic economic questions faced by people and nations are "WHAT goods and services should to be produced; HOW should these goods and services be produced: HOW MUCH should be produced: and, FOR WHOM should the goods and services to produced" (Warmke, 1980, p. 4)?

Economics, then, involves the analysis of these WHAT, HOW MUCH, and FOR WHOM questions. Developing an understanding of the many ways societies have answered these questions provides one with a degree of economic literacy. As with the other social sciences, economics concerns itself with people. Specifically, it is concerned with how people answer these four questions.

From Theory to Practice: Some Possibilities

Middle grades students need to understand the basic concepts and generalizations of economics. Only then will they begin to grasp the relationship between their lives and the discipline. With such knowledge comes the opportunity to be more active and responsible citizens, consumers, and as working adults, better producers.

Integrating the following generalizations into the on-going curriculum helps students develop a working knowledge of economics:

1. Goods and services are essential for survival.
2. Scarcity—the result of the gap between wants and needs and limited resources—causes conflicts.
3. Every society must decide what goods and services to produce. The answer varies from society to society.
4. Each society must determine how goods and services are to be produced. This also varies from society to society.
5. Every society must determine how much to produce.
6. Every society must determine who gets what goods and services.
7. Economic specialization throughout the world has promoted in-

creased trade and interdependence between countries.

8. The medium of exchange varies from society to society. For most it is some form of money.

For teachers faced with teaching for economic literacy an important consideration is fostering economic awareness through newspapers, vocabulary work and reading assignments and class discussions. A variety of simulation games are designed to teach students about concepts of scarcity, allocation and choices necessitated by scarcity.

An important consideration in economics that is shared with the other social sciences is the reality of interdependence. An in-depth analysis of communities around the world is a way to teach students about the complex web of interdependence. The questions asked by economists also contain a significant value component.

Political Science

The discipline of political science endeavors to develop a systematic knowledge about some aspect of the world with a focus on government (Straayer, 1980, p. 1).

Political scientists begin their study with the proposition "that people value and desire different things; that human wants are insatiable, while goods and values are limited; and, as a result, conflict is inevitable. Among the human inventions that deal with conflicts are governments. The processes by which people seek to influence governments and by which governmental institutions make and administer decisions, they term politics" (Straayer, 1980, p. 2). Other areas of interest for the political scientist include the various roles citizens play in the governing process, the contents of public policy, and the relationships between governments.

Frequently the question, "What good is the study of political science?" is asked. While various responses are possible, the following seems appropriate. Straayer (1980, p. 8) suggests that the teaching of government and politics helps to create an informed citizenry necessary for the maintenance of a democratic policy; contributes to the development and maintenance of a more humane and civil society; and that the knowledge generated by students of government and politics improves collective choices by helping decision-makers avoid what might otherwise be the unanticipated and unwanted consequences of their actions.

From Theory to Practice: Some Possibilities

An important consideration in social studies instruction is the desirability of producing learners who:

1. have developed a global view in their attitudes and values;

2. demonstrate a commitment to democratic processes and behavior;
3. are reflective in the development and implementation of their political views;
4. are informed and committed to active political involvement; and,
5. are personally and socially responsible.

The process of integrating these characteristics into the daily behavior and belief systems of students may be enhanced through studying interest groups, bureaucracies and bureaucratic processes and most political humor as exressed in newspaper political cartoons.

More importantly, efforts to develop democratic attitudes and commitment to rational processes for solving problems are aided immeasurably when students are exposed to school environments where freedom, openness and responsible behavior prevail (Hepburn, 1983).

THE HUMANITIES

Without question the humanities offer rich material for enhancing middle level social studies education. Humanities, including literature, languages, painting, sculpture, music, dance and theater are critical to the study of the myriad of culture groups throughout the world.

The judicious use of literature is an excellent way to promote a deeper appreciation for global realities, interdependence and the overriding similarities between peoples of the world. Studying a nation's art, language, music, and other aspects of culture are exciting and important components of sound social studies programming.

From Theory to Practice: Some Possibilities

An excellent way to initiate a social studies unit is listening to the music of the culture being studied. Pictures of artwork, sculpture and architecture will inject life into that culture. Children's literature from around the world is another excellent way to introduce people of other cultures.

PERSONAL LIFE EXPERIENCES

The final consideration for the knowledge-base in social studies is the personal life experiences which each early adolescent brings to the instructional setting. In our age of travel and mass media, few students remain completely ignorant of the world beyond their immediate community.

Rare is the group of students that does not include at least some individuals who have traveled out-of-state or out-of-nation. Many have relatives in other states or nations, and have traveled to other geographic areas and returned with new ideas, experiences and travel momentos. Tapping students' life experiences opens a world of instructional

possibilities.

The day-by-day reality of meeting basic needs, living in a family-setting, community and society-at-large are events common to most people. Such realities are rich fodder for expanding knowledge. Involving students in social studies in meaningful ways by providing opportunities to integrate their life experiences into the curriculum certainly adds vitality to learning.

SKILLS NECESSARY TO PROCESS INFORMATION

Decision-making should be a major and active consideration in the middle grades social studies curriculum. In addition to learning the steps to decision-making, students need to practice the skill daily.

Decision-making is usually understood as the process of making "reasoned choices from among several alternatives" (Cassidy and Kurfman, 1977, p. 1). This definition presupposes sufficient, available and sound information as well as opportunities to consider all reasonable alternatives.

In spite of statements to the contrary, most research supports the contention that decision-making is not an explicit part of the on-going social studies experiences of middle grades students. In addition to the need for informed citizens, "the extent to which we provide . . . (middle grades) students with decision-making skills, we help them fulfill their indivdiual potential and build self-esteem on which healthy personalities are based" (Cassidy and Kurfman, 1977, p. 4).

Through the systematic development of skills necessary to process information students should also develop the following abilities:

1. " . . . an information base in history and the social sciences and . . . make connections among previously learned and new information;
2. . . . think using different logical patterns and perspectives obtained through the study of history and the social sciences;
3. . . . recognize that new knowledge is created by their interaction with new information from history or the social sciences;
4. . . . learn to communicate with others about the data and interpretations of history and the social sciences as applied to their studies and to the real world" (Bragaw and Hartoonian, 1988, pp. 12–14). (For an expanded discussion of these and related points see Bragaw, Donald and H. Michael Hartoonian. "Social Studies: The Study of People in Society." In Brandt, Ronald (Editor), *Content of the Curriculum.* Association for Supervision and Curriculum Development, 1988, pp. 9–29.

Another aspect of decision-making is found in the reality of early adolescent development. This is a time of challenging personal deci-

sions. Decisions concerning their future, physical and social development, responses to peer group pressure, and their place in the world are a persistent part of every day life for early adolescents. Practice in making decisions in both the personal and academic setting is an essential ingredient to developing the ability to make sound, informed decisions.

Finally, interest in skills development in social studies has promoted a continuing stream of "essential skills" for the field. One of the most recent include the following general categories:

(1) Skills related to acquiring information including reading, study, reference and information search, and technical skills unique to electronic devices;
(2) Skills related to organizing and using information including thinking, decision making and metacognitive skills; and,
(3) Skills related to interpersonal relationships including personal, group interaction, social and political participation skills (Social Education, October, 1989, 386-387).

VALUES AND BELIEFS

Traditionally, the issue of values has been a volatile one in our public schools. Officially the position is one of value neutrality, particularly in social studies. Further there is an "official" effort to refrain from indoctrination. While it is generally believed that public schools demand objectivity and guard carefully against any type of indoctrination, any social institution charged with the task of socialization can hardly refrain from some sort to overt or covert values inculcation or orientation.

The very nature of the educational enterprise demands involvement with values and value related issues. The question is not if values are going to be addressed,but how they are to be dealt with. In the last two decades the field of values education has experienced an explosion of methods and techniques for dealing with value related issues in the classroom. Such growth has not been without problems.

Principally, the problems in the field relate to confusion over terms, the role of the school in teaching values, the lack of carefully trained people to use the newly developed materials, the singular lack of appropriate evaluation procedures for measuring the impact of values related materials, the massive volume of materials available, and maybe most importantly, which values ought the schools represent or reflect in daily activity.

Among the multitude of approaches to values—evocation, inculcation, awareness, moral reasoning, analysis, clarification, commitment and union (Superka, 1974)—the values clarification approach seems

most consistent with the educational needs of middle grades students since the approach focuses more on the valuing process. (Certainly values clarification is not without its detractors. Some feel that values clarification is a form of subtle manipulation whereby certain values are, in fact, promoted. Others suggest that the method does not promote those values and beliefs essential to our way of life). The process emphasizes both rational thinking and emotional awareness in any examination of patterns of behavior.

Briefly, as envisioned by Raths, Harmin and Simon (1966, 1978), the process consists of seven steps:

1. Choosing freely
2. Choosing from alternatives
3. Choosing after thoughtful consideration of the consequences of each alternative
4. Prizing and cherishing
5. Affirming
6. Acting upon choices
7. Repeating

In spite of students' need for developing a coherent and consistent set of values, particularly those contained in the political documents that frame the values and beliefs to which this nation adheres (U.S. Constitution, Declaration of Independence, and Bill of Rights), there are numerous educators opposed to any overt involvement of students with value related issues. Efforts to protect students from serious value related issues are counterproductive in as much as this forces them to look elsewhere for answers to serious questions.

SOCIAL PARTICIPATION

Middle grades students are citizens and ought to have every opportunity for active involvement in the local community. As citizens, they can contribute to community life in numerous ways and should be encouraged to move beyond simply discussing important issues to involvement in them at the local level.

Opportunities for involvement in the community which promote intellectual development, an appreciation for the role of citizens in a democratic society, active and responsible citizenship abound. In addition to general guidelines and related activities, a detailed description of a participatory program is provided in Chapter Three.

Participatory activities need to be carefully structured to allow students to:

1. perform tasks that both students and the community find are worthwhile;
2. take responsibility for making decisions within community-based

projects or placements;

3. place themselves in positions of responsibility where others depend on their actions;
4. work on tasks that challenge and strengthen their thinking–cognitively and ethically;
5. work with peers and adults on group efforts toward common goals; and,
6. reflect systematically on their community experience.

Middle grades students face a myriad of social and personal problems which are directly related to the developmental realities of early adolescence. In learning to cope with attendant physical, social, emotional and intellectual growth processes, early adolescents need to address a plethora of real and practical problems on a regular, recurring basis in their educational experience. Such is possible through participation in various public and private community agencies, community projects, social and political action activities and internship experiences.

The following serve as examples of projects involving middle grades students in the local community:

1. Neighborhood Help Clubs: assist people in a given neighborhood or rural area perform essential tasks which they are unable to complete (e.g. elderly, handicapped).
2. Environmental Clean-Up Day: a day is designated for a clean-up experience around the school, neighborhood or entire local community.
3. Direct Community Involvement Experiences: a day in a court of law; in a police station; riding or walking the "beat" with a police officer; active involvement in areas of community concern (e.g. local election center, city hall, sewage treatment plant).
4. Long Range Involvement Projects: develop and execute a long-range plan of involvement with a home for the elderly, hospital, retirement home, American Red Cross and other community organizations that are "people" oriented.
5. Field Trips: participate in on-site, direct research, observation and data collection relevant to a particular topic.
6. Direct Action Projects: develop, initiate and carry out projects designed to promote well-being of specific groups (e.g. UNICEF. CROP Walk, Walk-a-Thons and Bike-a-Thons for specific organizations) (Allen, 1980).

Finally, any time "different" learning experiences are provided for students it is important to plan and execute them carefully. The following guidelines, based on those developed by Banks and Clegg (1977), pp. 480–481), are useful in developing and implementing projects of this nature:

1. Community involvement projects should provide opportunities for students to develop a strong sense of political efficacy.
2. An essential prerequisite to community involvement is a careful study of the issue.
3. It is essential to secure the cooperation of teachers, administrators, parents and concerned community leaders prior to implementing involvement projects.
4. The middle school environment and schedule should be conducive to such projects.
5. Students should be made fully aware of the possible consequences of their potential action.
6. Community involvement should be meaningful to those taking part. They should relate to relevant personal and community concerns.

The need to provide appropriate social studies experiences beyond the classroom and school building is great. In developing active and responsible citizens direct, first-hand involvement in the local community is a superb way to lend the degree of "realness" so essential to promoting commitment to democratic processes. Such a program for grades 5–8 is currently offered by the Close Up Foundation. The Civic Achievement Award Program (CAAP) provides an excellent avenue for promoting active and responsible citizenship (described in Chapter Three).

THE MIDDLE LEVEL CONNECTION QUESTIONS TO PONDER

1. What were your social studies experiences like when you were in the middle grades?
2. Are there parallels between your middle level social studies experiences and those of your students?
3. Which social studies "tradition" most closely approximates your philosophical perspective?
4. What degree of consistency exists between your perspective on social studies and actual classroom practices through which you engage students?
5. Describe the grade level social content for which you are responsible.
6. Describe the principal instructional method you employ in social studies (reflective/non-reflective) and the instructional techniques that predominate in your classes.

7. React to the social studies definition offered in this monograph. How does it compares to your definition?
8. Do you agree that the central goal of social studies is or ought to be citizenship education? Why? If not, what ought to be the goal?
9. Does the knowledge base of your social studies program incorporate the social sciences, humanities and students' personal life experiences? Explain your response.
10. What skills are taught in your social studies program?
11. Is your social studies skills program sequential and are the skills taught in a systematic manner?
12. What values and beliefs lie at the heart of your social studies program? How do these compare to those in your school's so-called "hidden curriculum?"
13. To what extent does your social studies program promote commitment to rational processes as the central means to resolve problems, make decisions and otherwise determine positions on critical issues?
14. Do you provide students the opportunity to engage in developmentally appropriate community-based social action activities as part of the social studies curriculum?
15. Describe the ways in which your students are actively and responsibly engaged in the local community and related social action activities.

Take the time to dicuss your responses with colleagues and others interested in taking a hard look at your school's social studies curriculum. Ask your students how they feel about social studies. Further, ask your students what type of social studies experiences they believe will promote a more active and responsible citizenship.

FOOD FOR THOUGHT BEFORE MOVING ON

1. When was the last time you seriously reflected on your philosophy of education?
2. How often do you take the time to ascertain the degree of consistency between what you believe about teaching and learning and your pedagogical behavior in the classroom?
3. What professional development activities do you engage in to expand your social studies knowledge-base?

4. How do you remain "current" in social studies?
5. How often do you personally become actively involved in the local community?
6. To what extent does your building administrator(s) support your professional development and need to remain current?
7. Regardless of your responses to these questions, develop an action plan that will further enhance your knowledge-base in social studies.

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CHAPTER TWO
Early Adolescence
A Time of Change—A Time of Challenge

Some of the most significant changes in life are experienced during early adolescence. Within a relatively short span, growth breakthroughs which establish the foundation upon which late adolescence and adulthood are structured take place. These years are at times difficult as youth struggle to cope with the overlapping worlds of childhood and adulthood. The relative security of childhood is best known to early adolescents, yet they are drawn by the lure of adolescence. They sometimes think and act as children, but to consider them so is a mistake. At other times they seem well on the way to maturity, but to consider them mature is also a mistake. They are learning new roles, dealing with rapidly changing bodies, and experiencing new expectations from almost all segments of their world (Mitchell, 1979). Early adolescence is truly a time of transition. This period is described by Brown (1982) as a "metamorphic development, having extraordinary consequences for the individual and widespread implications for social studies educators" (p. 30). This writer wholeheartedly agrees.

Before the nature of effective social studies instruction can be determined, it is necessary for those responsible for the design and implementation of that instruction to have an accurate and realistic knowledge of this developmental period. When the various and sometimes conflicting educational philosophies of social studies are considered, it is evident that a developmental perspective is more compatible with some traditions than with others. It is also clear, however, that to shun the developmental perspective guarantees that any approach selected will enjoy only limited success.

* Titled "The Early Adolescent in Relationship to Social Studies" in the original publication of *Middle Level Social Studies: From Theory to Practice*, it is reprinted herein in its entirety by permission of its author, C. Kenneth Mcewin to whom this writer expresses his appreciation.

Early adolescence, neglected in the past, is now receiving increased attention. This new focus on early adolescence has occurred for several reasons including the fact that more research has been conducted, thus better understanding gained. Additionally, early adolescence has gained much attention because of the vast array of difficulties now experienced by members of this age group. Increases in pregnancy, suicides, and admissions to mental institutions are examples of these difficulties. Early adolescents have been neglected not only by researchers, but by educators, governmental agencies, youth serving agencies, and other important groups (Lipsitz, 1980). Fortunately, in recent years interest in the welfare of these youth has increased significantly. The "new" knowledge gained must be considered by social studies educators if significant progress is to be made in improving teaching and learning of social studies at the middle level.

The necessity of focusing more attention and effort in assisting these youth as they bid farewell to childhood and begin the arduous journey toward adulthood must be recognized by all those responsible for their welfare. Certainly this includes social studies educators who have numerous opportunities to make significant contributions through the instructional process in their basic content area.

EARLY ADOLESCENCE

By viewing human development as a continuous process, it is evident that no clearly demarcated events characterize entrance into and exit from early adolescence. Many names have been used to describe the youth of this period, for example transescents, preadolescents, and "in-betweeners." Typically, the ages of from 10 or 11 to 14 or 15 are included in definitions of early adolescence with a recognition that overlaps exist at both ends of these age ranges.

Physical Development

Early adolescence is characterized by periods of pronounced and accelerated physical growth marked by increasing height, muscular strength, and other growth changes (see Figure 1). Growth patterns make the period of early adolescence unique when compared to other times in life. This fact should not go unnoticed by those responsible for planning and teaching middle grades social studies. In addition to the many direct effects this physical diversity has on early adolescents, other areas of development such as social/emotional factors are significantly influenced by circumstances such as early or late physical development.

The end results of this diverse physical development differ greatly from person to person. Each individual establishes unique trademarks, idiosyncrasies, and peculiarities, while developing many commonalities, tendencies and needs "typical" of those of peers (Mitchell, 1974). Educators should learn more about these differences and commonalities, and use this knowledge wisely while teaching social studies and while interacting in other ways with middle grades students.

Figure 1
PHYSICAL CHARACTERISTICS OF EARLY ADOLESCENCE

1. Physical development reflected in increasing height, body breadth and depth, heart size, lung capacity, muscular strength and sexual development.

2. Average annual weight gain is 8–10 pounds; in height, 2 inches. Girls are usually taller and more physically advanced than boys.

3. Bone growth surpasses muscle development; bones lack protection of muscles and support of tendons. This uneven bone-muscle growth facilitates physical regression in poor coordination and poor body mechanics.

4. Sexual maturation is closely related to general physical development. Examples include the growth of genitalia in boys and breast development on girls.

5. Extreme restlessness and alternating periods of almost hyperactivity and fatigue reflect variations in metabolic rates. Daily needs for release of energy and periods in which wide variations in blood sugar stability require nutritional breaks characterize early adolescence. Overexertion may result in chronic fatigue. Ossification of cartilage in epiphysial areas of the skeleton makes sitting in hard-surfaced chairs extremely uncomfortable and is one of the reasons for the "ants-in-the-pants", "can't-sit-still" problems of this age.

6. Overtaxing the digestive system with large quantities of poorly selected foods is a normal experimental activity of this age.

7. Concern with appearance reflects peer and "pop" fads created by various media.

Adapted from *This We Believe*, National Middle School Association, Columbus, Ohio. 1982.

The age of maturity has moved into the preteen years (Sommers. 1978); Thornburg, 1980). According to British pediatrician J.M. Tanner (1972), the average age of the first menarche has declined an average of four months per decade for the past century. Recent evidence, however, indicates that this trend in leveling off in Western industrialized countries (Petersen, 1979; Eveleth and Tanner, 1976). Regardless of future maturational trends, it should be recognized that this phenomenon, when combined with other modern influences, has important implications for social studies instruction. For example, how should this earlier maturation affect the level of sophistication of social studies instruction at the various levels in middle and junior high schools?

With the possible exception of infancy, no other period rivals early adolescence in the degree of growth occurring nor brings about such social, emotional, physical and intellectual change and the frequent problems which accompany these changes. Educators knowledgeable about the physical metamorphosis which occurs during early adolescence will be better able to establish goals and plan appropriate learning activities for middle grades students.

Social/Emotional Development

The comparative serenity of childhood is left behind during the early adolescent years as emotions begin to play a key role in the lives of early adolescents (see Figure 2). They experience greater depth and breadth of emotions, but the nature of these emotions more closely resemble those of childhood than those of late adolescence. Although these emotions are not always volatile, they can at times reach remarkable depths. Jealously, spite, and envy serve as examples of these emotions. Emotions are more easily forgotten during this period, however, than in later years and are not as personally expensive as those found in late adolescence and adulthood (Mitchell, 1979).

Early adolescents often lose themselves in anger, love, and other emotions as they experiment with the emergence of more adultlike feelings. They also become more idealistic and are often frustrated when their ideals do not materialize. They often criticize themselves and others unrealistically which may lead to feelings of uncertainty, anger, and frustration. Anger, though usually short lived, is common (Georgiady and Romano, 1977).

The emerging value system of early adolescents is also a key characteristic of interest to social studies educators. Values are acquired primarily during the first eight years of life from parents (Thornburg, 1973). These values are represented through moral teaching of such concepts as right and wrong and good and bad. Even during the primary

grades of school, children tend to reflect the values taught by their parents (Hoffman, 1980). During early adolescence, however, a shift in dominance occurs from parental influence to that of peer influence (Thornburg and Gould, 1980). Because of this shift, it is more likely that values promoted by adults, including teachers, will begin to be questioned more often. The "double standard" practiced by many adults and other cultural realities such as prejudice come under question as these youth advance toward maturity.

Peers remain the greatest sympathizers as early adolescents attempt to unscramble the discrepancies that have become apparent in life (Thornburg, 1981). This change in the process of valuing certainly has extensive implications for teaching social studies in the middle grades. New possibilities for understanding values present themselves during this important stage of development, and although many have begun to explore their values with new perspectives, few have likely reached the stage of development which allows adultlike considerations. This is the result of their limited abilities to think abstractly and their limited range of experience.

Figure 2

SOCIAL CHARACTERISTICS OF EARLY ADOLESCENCE

1. Early adolescents broaden their base of affiliation from family to peer group.

2. The desire for social acceptance leads to attempts to become effectively gregarious. Individuality is surrendered in a desire to be accepted. While heterosexual relations grow, same sex affiliations dominate. Rapid shifts in interest develop along with striking individual differences.

3. Group loyalty carries out group will with indifference and sometimes cruelty to outsiders. Conformity to the group in terms of mannerisms, dress, speech, and behavior often runs counter to social expectations of adults.

4. Early adolescents vacillate between the desire for regulation and direction and their demand for independence. They have a continuing need for identification with adults, but reserve the right to accept or reject adults' suggestions.

5. Early adolescents are willing to work hard and sacrifice, especially if social rewards are involved. Altruism and high ideals in the search for beauty and truth are directed toward institutions such as schools, community, church and government.

Adapted from *This We Believe*, National Middle School Association, Columbus, Ohio. 1982.

Feelings about parents, teachers, peers, and others undergo significant changes during early adolescence (see Figure 3). Interpersonal relationships take on a new perspective as the peer group gains in importance and adults are looked at with a new perspective. This new perspective includes the recognition that even the most trusted adults are not perfect and cannot always be depended upon. This same recognition may occur regarding "heroes" in social studies and students may begin to realize that even the President of the United States may not be trusted.

Figure 3
EMOTIONAL CHARACTERISTICS OF EARLY ADOLESCENCE

1. These characteristics relate to adjustment to personal growth patterns and relationships with adults.

2. Early adolescents must begin to deal with and begin to understand "shades of gray" as opposed to "black and white" choices. They are beset with internal conflicts to which they respond with variations of anxiety and fear, reassuring bravado, shyness and noisiness. They test the psychological confines of the adult value system.

3. Early adolescents tend to make exaggerated responses to anything with sexual implications. One's sexual development is subject to comparison with peer and media expectations, not only of body change but personal habits and practices. The need to sort fact from folklore is a continuing emotional challenge to the early adolescent.

4. Early adolescents desire attention, at times without regard to how it is secured. Threats and release of tension through emotional outbursts are episodic reflections of rapid shifts and variations of mood.

5. Instances of expressed or implied criticism from adult sources are not easily tolerated. Strong desires to move toward increasing levels of independence and personal decision-making contrast with felt needs for the security of adult reassurance and direction.

6. Adult standards and conventions may be ignored, ridiculed and, at times, defied at the level of family authority. Once desirous of pleasing parents and teachers, early adolescents often become rebellious toward adults. They tend to be easily offended and ready to believe that adults do not understand them. Often inconsiderate of others, they may monopolize the family's telephone, television, bathroom and magazines.

Adapted from *This We Believe*, National Middle School Association, Columbus, Ohio. 1982.

This phase of development has many implications for social studies instruction. For example, students taught using the citizenship approach may begin to question the "facts" and principles taught as "truth" by teachers. Students also begin to face the challenge and opportunity for social participation.

Early adolescents are also searching for self-identity amid confused sex role models, a changing environment, and the impact of puberty. Exceptionally turbulent emotions are experienced and there is a tremendous flexibility in the self-concept during this period (James, 1980). This flexibility in self-concept is an important consideration for the social studies educator.

The author believes that social studies offers many unique opportunities for enhancement of the self-concept which will "make a difference" in the future lives of the students involved. Value laden curricula abound in the social studies as do opportunities to become involved in important daily events. Social Studies instruction offers golden opportunities for self-concept enhancement because of the diverse approaches that can be taken to curriculum and instruction.

Conscience becomes more apparent during early adolescence. Intense feelings about fairness, honesty, and other values characterize the period. Morality is based more on what has been absorbed from the culture of the age group than from thoughtful meditation or reflection. The conscience is more pragmatic than ideal and more egocentric than altruistic. A primary social goal during this time is to learn the skills which bring recognition and gain esteem from peers.

Early adolescents are easy to teach social studies in some ways because they tend to believe in the power of authority, their thought process is more geared to assimilate than to analyze, and they have limited ability to disagree with ideas beyond their range of experience (Mitchell, 1979). This should not be interpreted, however, as meaning they will readily accept anything presented by the instructor or found in print.

Teaching social studies in the earlier grades consists primarily of teaching of facts, skills, and basic attitudes. Teaching middle level social studies may consist predominately of teaching these same areas, but at this level students are more likely to begin to question what they are being taught. For effective teachers, this new development is not viewed as negative for it allows the major lessons of citizenship, skill development, and a developing value system to be internalized to a depth not possible during the early years of development.

Intellectual Development

During early adolescence, the vast majority of students are operating

within Piaget's concrete and formal stages of thought (Inhelder and Piaget, 1958). Numerous studies have indicated that virtually all children acquire concrete operations while some adults never attain the formal operations stage. During this transition, mental operations are not consistent and may vary according to the nature of tasks being attempted.

Studies indicate that most students in early adolescence are operating at the concrete level. Judging by the approach of many social studies teachers to instruction, this may be one of the best kept secrets in education. Despite findings in studies such as those conducted by Hallam (1969) revealing that most early adolescents below the chronological age of 16.2 were reasoning at the concrete level when tested regarding the use of historical data, many instructors continue to teach as if all students have reached the formal operations stage.

This variability, which seems to occur especially when subject content is unfamiliar and abstract (Sinnot, 1975), is an important consideration for social studies instruction. Toepfer reports, for example, that "The synthesis of available findings show that no more than one percent of 10 year olds, five percent of 11 year olds, 12 percent of 12 year olds, 14 percent of 13 year olds and 14 percent of 14 year olds, have the capacity to even initiate formal operations" (Toepfer, 1980, p. 226).

Those who have reached the formal stage of thought begin to think with greater logic and consistency but are novices when compared to those in later stages of development. Mitchell offered insight into the cognitive process when he stated that "For the most part, early adolescents are exempt from thinking extensively about the larger issues such as government, race, or religion, and when they do think about these issues the reflections are essentially personal and immediate rather than abstract and general" (Mitchell, 1979, p. 20). This statement offers much for social studies educators to consider when planning curriculum and instruction. For example, opportunities to teach critical thinking are enhanced during this period.

Some educators believe more abstract subject matter should be initiated in order to promote and "speed up" the attainment of formal operations. Research by Kuhn (1979) and others, however, has shown that efforts to speed this transition to formal thinking has been largely unsuccessful. As noted by Brown (1982) Piaget's own view was that such development takes much time, and therefore is a long-term goal. It is "not how fast we can help intelligence grow but how far we can help it grow" (Duckworth, 1979, p. 303).

Figure 4
INTELLECTUAL CHARACTERISTICS OF EARLY ADOLESCENCE

1. Early adolescents are able to initiate new and higher cognitive processing due to brain growth.
2. Early adolescents are intensely curious.
3. Early adolescents enjoy both manipulative and intellectually stimulating learning experiences including active involvement rather than passive recipiency.
4. Early adolescents are generally intellectually uninhibited and find learning most interesting when it is related to immediate goals and interests.
5. Early adolescents express a heightened egocentrism. They argue to clarify personal thinking as much as to convince others.
6. Early adolescents exhibit strong desires for self expression and preferences for creative activity.
7. Early adolescents exhibit a growing interest in transposing self and others into other situations.
8. Early adolescents display wide ranges of skills, interests, and abilities. Interests, attention span and concentration alter during this period of growth and result generally in shorter rather than longer periods of focus.
9. In their search for identity early adolescents seek to understand the meaning and enigmas of life from many perspectives.
10. Early adolescents are concerned with intellectual, philosophical, biological, sociological, moral and ethical issues. They seek casual and correlative relationships.

Adapted from *This We Believe*, National Middle School Association, Columbus, Ohio. 1982.

The following statement by Brown (1982) is worthy of consideration:

> Learning strategies, then, should provide frequent experiences which require each student to maximize the use of his or her mental capacitieis while interacting with a broad range of social studies content. In middle school classes, this will necessitate the inclusion of both concrete and formal operational tasks. The prime responsibility for the teacher is, through observation of student task behavior, to select experiences which extend and challenge the

capacities of as many students as possible within their present stage of development" (p. 32)

Brown further points out that diagnosis of individual attainment in dealing with various types of content such as concrete, abstract, and historical will provide many cues as to when gradual increases can be beneficial in promoting development so long as the new tasks result in understandings through the use of higher-level mental processes, rather than misunderstanding because the task is beyond the capabilities of the individuals involved. These considerations, as perceived by the author, are crucial to the development of a quality social studies program for middle/junior high school level students.

Recent research on "brain periodization" further suggests that there is a biological basis for the stages of cognitive development. Research studies indicate that from 85 to 90 percent of youngsters from 12 to 14 years of age are in a period of minimal to zero brain growth. It has been theorized that during these nongrowth periods, early adolescents should not be expected to develop new cognitive skills (Toepfer, 1980). Although the full effects of this research have not been considered by large segments of education, it holds great potential for the understanding of intellectual functioning and should not escape the attention of social studies educators (see Figure 4).

Clearly many members of this age group are still limited in their reasoning ability to immediate or past experiences and have difficulty with problems having more than two simultaneous dimensions or relations. Others, however, have negotiated the transition between the real and the impossible and are able to hypothesize contrary-to-fact possibilities (Barmrind, 1978). As in other areas of early adolescent development, wide diversity exists and must be considered when learning experiences are being designed. The apparent lack of recognition of this fact evidently has doomed many social studies programs to only limited success.

CONCLUSION

Probably less is known about the period of early adolescence than about any other time in life. Relatively little is known about the changing interactions of these youth in relation to their families, schools, peers, or communities (Lipsitz, 1980). Knowledge is increasing, however, and concentrated efforts must be made by social studies educators to utilize this knowledge by promoting social studies instruction based on what is known about this unique age group. If social studies continues to be presented to early adolescents as if they are young adults who have reached the formal stage of cognitive functioning, problems, including apathy, will continue.

Early adolescence must be approached as a period characterized by transition, but not seen simply as a transition. Too often, this period is viewed to be exclusively a transitional stage. As noted by Lipsitz (1980, p. 22) "To see adolescence so exclusively as a transitional stage is to deny it the integrity we grant other stages of life. No large body of literature, for instance, refers to infancy or toddlerhood as transitional." This label, if literally defined, may serve as a barrier against concentrated attempts to enhance a more complete and accurate understanding of this important period. It is certainly a pivotal time when many basic attitudes and behaviors are formed that remain dominant for a lifetime. What better time for developing a strong social studies foundation?

This period is one where stress and other difficult experiences occur for large numbers of these youth. Many early adolescents are facing problems that a few years ago were confronted primarily by older youth. Despite these and other difficulties, it should be remembered that much joy is associated with the period of transition from childhood to adolescence and adulthood. It is a time filled with new and exciting events. It is also a time filled with many pleasures as physical growth offers many novel and intriguing experiences; as intellectual growth allows a more comprehensive view of the world; as social growth unveils the excitement of new peer relationships and new views of comradeship; and psychological growth allows the emergence of the recognition of self as a primary person, not just a reflection of the expectations of parents, teachers, and society (Mitchell, 1979).

What time in human development could be more appropriate for learning the many valuable concepts and insights available through effective social studies instruction? What teacher at what level could have a more challenging and potentially rewarding task? For teachers with imagination, an understanding of this age group and a willingness to work with this exciting age group, the potential for meaningful learning defies the imagination.

THE SOCIAL STUDIES CONNECTION
QUESTIONS TO PONDER

1. What do you remember about your early adolescent years?
2. How have you kept pace with the explosion of recent knowledge on early adolescence?
3. Has your thinking on early adolescence and response to early adolescents changed as a result of this new knowledge?

4. Have any of your teaching techniques changed as a result of this increased knowledge-base?
5. Do your pedagogical practices and general classroom expectations of students consider the following:
   - –physical developmental realities of early adolesence? How?
   - –social developmental realities of early adolescence? How?
   - –emotional developmental realities of early adolescence? How?
   - –intellectual developmental realities of early adolescence? How?
6. What we now know about early adolescence suggests that it is entirely appropriate to raise our expectations of their cognitive performance. Do you agree or disagree? Why?
7. Early adolescent developmental characteristics call for active involvement in meaningful social studies activities that enable students to make logical connections to life realities. Do you agree or disagree? Why?
8. If you agree with the premise of #7, in what ways do you incorporate into the social studies curriculum and otherwise promote active learning?
9. The transitional nature of early adolescence calls for concentrating less on content and more on instruction and skills. Do you agree or disagree? Why?
10. If you agree with the premise of #9, in what ways do you tailor your instructional practices and skill development strategies in social studies to the age group?

Take the time to discuss your responses with colleagues and others interested in taking a hard look at your school's social studies curriculum. Ask your students what they know about the developmental realities they are experiencing. Ask your students how you all might take advantage of this "time of transition" to foster more active and responsible citizenship on their part.

FOOD FOR THOUGHT BEFORE MOVING ON

1. When did you last engage in serious reading about early adolescence?
2. Have you taken the time to reflect on the educational implications of early adolescent development?
3. What professional development activities do you engage in to ex-

pand your knowledge-base of early adolescent development?

4. How do you remain "current" in understanding the social, emotional and intellectual changes in your students?
5. How often do you play an active, supportive, enhancing role in the out-of-class lives of students?
6. To what extent does your building administrator(s) support your professional development and need to remain current in early adolescent development?
7. Regardless of your responses to these questions, develop an action plan that will further enhance your knowledge-base of early adolescence.

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CHAPTER THREE
The Civic Achievement Award Program From Knowledge, Skills and Values to Practice

All schools provide a K–12 social studies program that meets at least state minimum requirements. While the program requirements vary somewhat, there seems to exist a fairly standard set of program expectations for social studies throughout the nation. Unfortunately, such standards seldom propose, much less mandate, integrated participatory experiences designed to extend social studies learning beyond the classroom or school.

In spite of this situation, there are numerous participatory programs that actively promote student involvement in a wide array of community-based activities as a complement to classroom studies. One specifically designed for the middle grades is the Civic Achievement Award Program (CAAP). Through a question-answer format a description of CAAP is featured as a prime example of the type of participatory program essential to sound middle level social studies. The description of the program is quoted extensively from CAAP publications.

THE CIVIC ACHIEVEMENT AWARD PROGRAM

1. Who Sponsors CAAP?

Civic Literacy. Citizenship Competency. Citizen Involvement. Are these phrases you have heard lately? Are they objectives you believe are important? Does your curriculum help students achieve these outcomes?

Preparing students for citizenship is something we often talk too much about and do too little about in education. The goal of the Civic Achievement Award Program, CAAP, is to turn words into action.

Three groups have joined together in developing this innovative civic education program. The United States Congress provides funding for the program. Carrying out the commitment of Congress to

citizenship education is the Close Up Foundation, a nonprofit, nonpartisan organization dedicated to preparing students for effective citizen participation. The National Association of Elementary School Principals (NAESP) cooperates with Close Up to bring CAAP to teachers and students across the nation.

2. What is CAAP?

CAAP is a program designed to help students in grades five through eight learn more about America and to better understand what it means to be a citizen of the United States. The program has three parts.

Part I—Learning Project: learning basic information about our country's history and present-day workings.

Part II—Research Project: learning why and how citizens find information and communicate it to others.

Part III—Civic Project: learning why and how citizens participate in the civic "business" of our nation.

3. Who Can Participate?

All students in the fifth through eighth grades may participate in CAAP. The program is open to public, private, and parochial schools. Materials are part of a supplementary social studies program that may be used in a classroom, as a special program conducted by the school librarian, or as an after-school program.

4. What Do Students Do in CAAP?

To participate in the three parts of CAAP, students follow a series of activities in a book prepared by the CAAP staff. The CAAP timeline, essays, and study sheets guide students in learning, reviewing, and organizing basic information about our country. Areas studied in the learning project are history, government, geography, economics, culture, and current events. After completing this portion of the program, students can take a mastery test to evaluate what they have learned. Directions on worksheets help students plan and conduct a research project. As a participatory experience, students engage in a civic project of their choice (and with their teacher's approval). Summary activities help students recognize how knowledge, skills, and participation are essential to good citizenship.

5. What Do Administrators and Teachers Do?

Administrators and teachers register students in order to receive CAAP student books at no cost. After explaining the program and providing students with materials, administrators and teachers can take a direct instructional role or serve merely as advisors who offer

assistance and give approval to students' projects. School librarians are also encouraged to provide assistance to students.

6. What Are The Rewards of CAAP?

Students who participate in CAAP receive a Civic Achievement Award signed by the Speaker and the Minority Leader of the House of Representatives. Gold seals and a congressional seal are affixed to the certificates of those students who successfully complete CAAP. For administrators and teachers, the reward of CAAP is to see students recognize how civic knowledge and skills are essential to good citizenship.

7. What is the Cost of Participation in CAAP?

There is no cost. The program is supported through congressional funding and a generous grant from Burger King Corporation, a partner in educational achievement. Each student registered in the program will receive a personal copy of the CAAP book which is his or hers to keep. The Instructor Manual and all other program materials are free of charge to registered participants.

8. What is the CAAP Book?

Student participation in CAAP is directed by a 160-page book. Two editions of the CAAP book are available. The White Edition is appropriate for students who read at the 5/6 level; the Red Edition is intended for students reading at 7/8. Each edition includes four sections:

Section 1—CAAP Timeline
Section 2—Learning Project
Section 3—Research Project
Section 4—Civic Project

A description of each section follows with examples of each presented in Figure form.

9. Why a Program For Fifth- Through Eighth-Grade Students?

The program recognizes that these are critical years for developing and assimilating core information about America and American ideals. It is designed to motivate and inspire fifth- through eighth-grade students to become better citizens. By working to earn the Civic Achievement Award, students gain knowledge and skills and, simultaneously, develop a view of themselves as active, informed citizens.

CAAP TIMELINE

A thirty-three page timeline covers important events in United States

history from 1490 to the present. Organizing entries into five categories, the timeline helps students see relationships among different kinds of events. Period summaries provide a context for individual events. Maps show the changing face of the nation. The CAAP timeline covers events in history, government, geography, economy and culture (see Figure 1).

Figure 1
Timeline

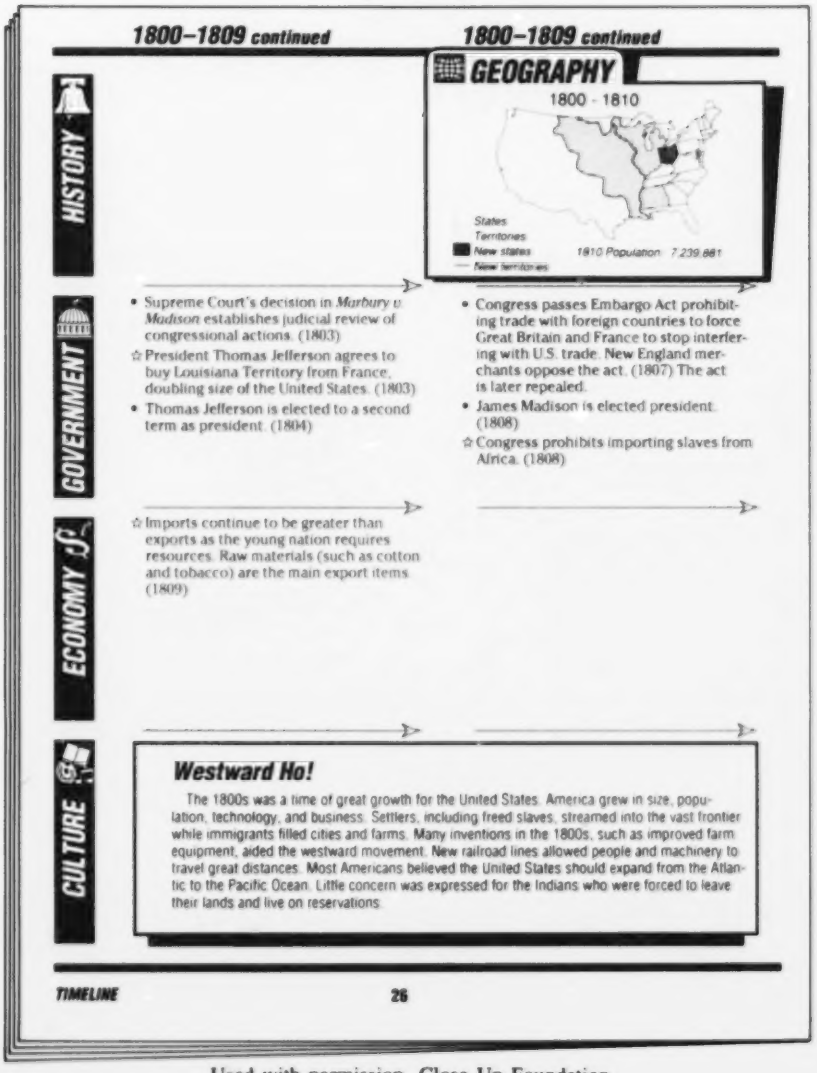
1800–1809 continued
1800–1809 continued
HISTORY
GEOGRAPHY
1800 - 1810
States
Territories
New states
New territories
1810 Population: 7,239,881
GOVERNMENT
• Supreme Court's decision in *Marbury v Madison* establishes judicial review of congressional actions. (1803)
☆ President Thomas Jefferson agrees to buy Louisiana Territory from France, doubling size of the United States. (1803)
• Thomas Jefferson is elected to a second term as president. (1804)
• Congress passes Embargo Act prohibiting trade with foreign countries to force Great Britain and France to stop interfering with U.S. trade. New England merchants oppose the act. (1807) The act is later repealed.
• James Madison is elected president. (1808)
☆ Congress prohibits importing slaves from Africa. (1808)
ECONOMY
☆ Imports continue to be greater than exports as the young nation requires resources. Raw materials (such as cotton and tobacco) are the main export items. (1809)
CULTURE
Westward Ho!
The 1800s was a time of great growth for the United States. America grew in size, population, technology, and business. Settlers, including freed slaves, streamed into the vast frontier while immigrants filled cities and farms. Many inventions in the 1800s, such as improved farm equipment, aided the westward movement. New railroad lines allowed people and machinery to travel great distances. Most Americans believed the United States should expand from the Atlantic to the Pacific Ocean. Little concern was expressed for the Indians who were forced to leave their lands and live on reservations.
TIMELINE
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Figure 2
Essay

Government—Why and What

This meeting of the Emerson School student council will now come to order. We have been asked by the principal to write new rules for the cafeteria. The rules we write will be discussed with the principal. If she finds them to be all right, they will go into effect in a month. We will also need to decide how to enforce these rules.

As you know, dirty tables and trash have been problems this semester. Our job is to try to figure out how to make the cafeteria a more pleasant place to eat.

The discussion in the student council became loud as members tried to suggest ideas for cafeteria rules. After nearly an hour, they had decided on five basic rules and ways to enforce them. The council voted and passed the new rules.

Scenes like this take place in schools all over America. It is an example of some students making decisions for all their classmates. Student councils are great places to learn about government. **Government** is the rule or authority under which people in a nation, state, or community live.

Why Is Studying Government Important?

The government affects you in hundreds of ways, every day of your life. How? Here is just a short list of how the government

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touches your life. Your toothpaste was approved by the Food and Drug Administration of the national government as safe and effective. Your orange juice might have been made from oranges grown in Mexico that were inspected by U.S. government customs agents. If you were driven to school, the driver obeyed the speed limit set by the local government. The state government tells you that you must attend school up to a certain age. The government—national, state, or local—may seem far away, but it influences your life in many ways.

Democracy

The government in our country is based on the idea of **democracy**. In a democracy the people rule. In our democracy, all United States citizens 18 years of age and over have an equal voice in how the government works. Because of the size of our society, we have a system called **representative democracy**. We elect **representatives** who make decisions for us. If we don't like the decisions they make, we can elect different representatives in other elections.

Fairness and Equality

Our government is concerned about making sure that everyone in the society is treated fairly. You know how important fairness is in your classroom. **Equality** means fair and equal treatment under the law. Equality also means that each person has an equal chance. Over the years women, blacks,

Hispanics, and others have had to struggle to receive equal treatment. Their struggles illustrate the importance of equality.

Rights and Responsibilities

Because we live in the United States, we have many rights. A **right** is a protection or a benefit to a person guaranteed by the U.S. Constitution or by a national, state, or local law. Our rights include the freedom to say whatever we believe (freedom of speech) and to worship as we please (freedom of religion). We also have the right to be treated fairly if we are accused of a crime. Not all people in the world have these rights. Civil rights (the rights of citizens) mean a great deal to us as citizens of the United States.

With rights come **responsibilities**. Responsibilities are duties required by law or duties you can choose to do. At home you have the right to be clothed, fed, and taken care of; however, you also have some responsibilities. These may include chores, babysitting, or going to family events. Citizens in a democracy have a duty to obey laws, to be informed about important issues, and to vote. Meeting these responsibilities helps make a stronger nation for all of us.

Citizenship and Government

Studying about government may seem strange when you are in school. You won't be able to vote for several years. That may seem a long time from now. It really isn't. When you become 18, there is nothing that

will automatically turn you into an informed citizen. You will be expected to choose leaders, to serve on juries, to pay taxes. Most important, you will be expected to figure out what you believe about civic issues.

Learning about government prepares you to do a good job as a citizen. If you know how government works, you will know how to protect your rights. You will be able to elect the best possible leaders and representatives. Good government in a democracy is no accident. It is only as good as the citizens who elect and support it.

Summary

Remember the student council meeting at the start of this essay? In it, the council members made a decision about cafeteria rules that would benefit all the students. As you get older and become leaders of this society, you will be making different sorts of decisions that will affect everyone. You will help to decide about taxes, nuclear weapons, education, crime, and many other crucial issues in our country.

When you learn about government, you learn about how important fairness and equality are in a representative democracy like ours. You also get a chance to think about your rights and responsibilities as a member of this society.

1. How is a right different from a responsibility?

2. Why do citizens need to know how government works?

3. Why do we call our system of government a *representative* democracy?

4. What does equality mean for citizens of a democracy?

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CAAP LEARNING PROJECT

Essays

Students are introduced to each subject area with a short essay. In simple, direct language each essay describes the nature of the subject and how learning that subject prepares students to be more effective citizens. The essays also include concepts intended to help students organize the information in the timeline. CAAP essays cover history, government, geography, economics, culture, and current events (see Figure 2).

Study Sheets

Students' learning about each of the six subject areas is directed by two to five study sheets. The activities on these sheets can be self-directed and completed with information found in the CAAP Timeline or essays.

Study sheets engage students in varied and interesting activities. Differences in student abilities can be addressed by assigning only selected study sheets to certain individuals. Study sheets include varied activities like comprehension, recognizing relationships, application, and prediction (see Figures 3, 4, and 5).

Finally, summary study sheets help students integrate the information they have learned in the six subject areas. They can also help them recognize how such learning may be used in their personal and "civic" lives by recognizing the lifelong value of learning and understanding how knowledge applies to citizenship.

CAAP RESEARCH PROJECT

The CAAP Research Project is designed to help students understand that knowing how to get information is an important citizenship skill. A short introduction discusses the importance of research and describes a range of research tools including books, exhibits, and personal interviews. Techniques in choosing appropriate research topics are described and examples of possible topics provided. Students are guided with worksheets through four research steps (see Figure 6).

Step 1. Choosing a topic

Step 2. Deciding how to research the topic

Step 3. Doing the research

Step 4. Preparing research findings to share with others.

Worksheets with specific directions help students plan, conduct, and share the results of their research (see Figure 7).

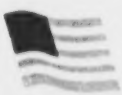
Figure 3
History Study Sheet

History Study Sheet IV

All Americans share a common heritage. Our heritage is our country's history. You have learned about many people and events in our history as you have read the CAAP Timeline and studied history in your classes. Think about the history you know as you answer these questions.

1. Below are three symbols of our country. A **symbol** is a picture or a sign which stands for something else. These symbols remind us of our country's heritage. Use the dates beside the symbols to look up entries about them on the Timeline. Write a fact about each symbol from the Timeline.

1776 _____



1776 _____

1886 _____

2. Thinking about America's heritage, design and draw a new symbol to represent our country.

3. The CAAP Timeline has short summaries of 11 periods in United States history. Review the summaries. In which time period would you most like to have lived?

_____

Why? _____

_____

4. What person from history would you most like to meet?

_____

Why? _____

_____

5. Imagine you could step back in time. What event in U.S. history would you most like to have seen or been a part of?

_____

Why? _____

_____

6. What event in history would you like to know more about?

_____

What would you like to know? _____

_____

7. On page 45 of the CAAP Timeline there is blank space in the last column. This space is for the future period 1990– 2000. During this decade you will be growing up into an adult. Think about what important events might happen in the next ten years. Write your predictions (guesses) about important events in the History section of the Timeline.

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Figure 4
Geography Study Sheet

Geography Study Sheet I

One of our country's most famous songs is "America the Beautiful." Read the words to the song's first verse.

O beautiful for spacious skies,
For amber waves of grain,
For purple mountain majesties
Above the fruited plain.

America! America!
God shed his grace on thee,
And crown thy good with brotherhood,
From sea to shining sea.

The writer of this song, Katharine Lee Bates, must have known the geography of our country well. Ours is a very large country with many kinds of landforms and bodies of water. Using colored pencils or crayons and following the directions below, color in the United States map on pages 158-159 to show the variety and beauty of the land in the United States.

Bodies of Water

The United States is surrounded by large bodies of water on its eastern, western, and most of its southern border. Color these three bodies of water blue around the borders and name them below.

_____ _____

_____

Across our country are several large rivers and many smaller rivers. The map shows the larger rivers. Locate those rivers and trace them in blue. What two rivers are closest to where you live?

_____ _____

Regions

Geographers who study our country often divide it into regions. A geographic or landform region is an area in which all the land has similar physical characteristics.

Below seven geographic regions are named and the states in them are listed. Identify the regions on your map by coloring them the colors indicated.

REGION	STATES IN REGION	COLOR
New England (Forests, cold winters, rocky coasts)	Maine, New Hampshire, Vermont, Massachusetts, Connecticut, Rhode Island	Dark Green
Middle Atlantic (Forests and mountains, cold winters)	New York, Pennsylvania, Maryland, New Jersey, Delaware	Red
Southeast (Forests and mountains, warm weather, sandy beaches)	West Virginia, Kentucky, Virginia, Tennessee, North Carolina, South Carolina, Mississippi, Alabama, Georgia, Florida	Light Green
South Central (Forests and grasslands, hot weather, sandy beaches)	Texas, Louisiana, Arkansas, Oklahoma	Purple
North Central (Grasslands and forests, cold winters)	Ohio, Michigan, Indiana, Wisconsin, Illinois, Iowa, Missouri, Minnesota, North Dakota, South Dakota, Nebraska, Kansas	Yellow
Mountain West (Grasslands, forests and high mountains, cold winters)	Idaho, Montana, Wyoming, Nevada, Utah, Colorado, Arizona, New Mexico	Brown
Pacific Coast (Deserts, mountains, forests, moderate winters, except Alaska)	California, Oregon, Washington, Alaska, Hawaii	Orange

In what region is your state? _____

What are other states in your region? _____

_____

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Figure 5
Economics Study Sheet

Economics Study Sheet II

In the essay "Economics—Why and What," many new words were introduced. These economics words are important to all citizens because they help us understand the economy and how it works.

Several economics words from the essay are listed in the box below. Following the words are short sentences with an economics word missing. Select the correct word to complete each sentence and write in the word.

income, sales tax, consumer, market, prices, goods, services, good, service, producers, choices, economy

1. A study of the _____ is a study of how individuals and governments make choices.
2. Because we cannot have everything we want, we must make _____.
3. Workers are called _____.
4. A producer, or worker, earns _____.
5. A _____ buys things.
6. In the United States, we produce things to be sold in a _____.
7. In a market, we pay _____ for the things we buy.
8. Every economy produces both _____ and _____.
9. A barber provides a _____.

10. An automobile is a _____.

11. We often pay a _____ on things we buy.

We all take part in the economy. If you have an allowance to spend or if someone buys you some school clothes, you are taking part in the economy.

Name a service you (or someone you know) has received lately.

_____

_____

Name a good you (or someone you know) has purchased lately.

_____

_____

You are learning many things about the economy. What about our economy would you like to know more?

_____

_____

_____

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Figure 6
Research Planning Sheet

Now it's time to decide on a project. You have had time to think of several topics which interest you. Which of these topics interests you most and why?

_____

_____

_____

What are some of the questions you will answer on this topic?

_____

_____

_____

Where could you find answers to your questions? Name any people you might interview, the type or names of books, magazines, or videos you can use, and any other resources you can think of.

_____

_____

_____

Write a phrase or sentence to describe your project.

_____

_____

Make a schedule for yourself. List the steps you need to take, such as library research to find materials, contacting a government office, or making appointments to interview people. Decide on how much time each step will take and when you can do each.

Research Step	Amount of Time Needed	When I Will Do It
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

How will you share your findings with others? _____

_____

When you have completed this Research Planning Sheet, show it to your teacher and get his or her approval.

* * * Teacher Approval * * *

_____ Date _____

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Figure 7
Civic Project Planning Sheet

Civic Achievement Award Program

Civic Project Planning Sheet

Which civic issue is most important to you? _____

_____

Why? _____

_____

_____

What do you know about your issue right now? What opinions do you have about it?

_____

_____

_____

_____

_____

Where could you go for help in studying your issue? What could you do to study your issue? (Give the names of people, places, books, and magazines you could use, as well as things you could do—like take a poll or do a survey or make observations. Think of as many ways as you can to find out about your issue.)

_____

_____

_____

_____

_____

_____

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CIVIC PROJECT

Make a schedule for yourself. List the steps you need to take such as library research to find materials, contacting a government office, or making appointments to interview people. Decide how much time each step will take and when you can do each.

Step	Amount of Time Needed	When I Will Do It

When you have completed this Civic Project Planning Sheet, show it to your teacher and get his or her approval.

☆ ☆ ☆ **Teacher Approval** ☆ ☆ ☆

_____ **Date** _____

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CAAP CIVIC PROJECT

The final part of the CAAP Program—the Civic Project—is, perhaps, the most important. In this program activity, students are challenged to initiate a civic project. A brief reading explains what civic issues are and why civic participation is critical in a democracy. Specific strategies for studying and participating in civic issues are described.

Worksheets guide students through three steps in a civic project. Civic project worksheets direct students in each step of their project. Specific directions on the worksheets allow students to work independently. However, the sheets also require students to obtain teacher approval for each stage of their projects (see Figure 8).

Step 1. Choosing an interesting and important civic issue to address
Step 2. Studying the issue. This step involves:
* getting different points of view on the problem
* identifying several possible solutions
* thinking about possible consequences of each solution
Step 3. Sharing views with others and (optional) putting opinions to work

A wide range of civic projects is suggested to stimulate students' thinking. Teacher approval of projects is required.

FINAL THOUGHTS

The Civic Achievement Award Program provides numerous opportunities for middle grade students and teachers to establish a strong foundation for active and responsible citizenship. Incorporating teaching techniques appropriate to sound middle level education, the program builds a knowledge and skills base essential to successful functioning in a democratic environment.

Reflecting on the objectives necessary to achieve effective citizenship (Chapter One, The Nature of Social Studies), CAAP integrates knowledge from history, geography and the social sciences. At the same time it provides developmentally appropriate educational experiences enabling students to refine important intellectual-personal skills in a participatory framework where knowledge and skills combine to promote those values, beliefs, and commitments so essential to our nation.

THE MIDDLE LEVEL CONNECTION
QUESTIONS TO PONDER

As you reflect on these questions, try to have a copy of your state's social studies guidelines with you. Given the view that social studies

is concerned primarily with promoting active and responsible citizenship and that the curricular components essential to this end are knowledge, skills, values and participation the central question is:

1. Do your state's social studies guidelines address this goal? If yes, how? If no, what is missing?

2. Regardless of your response to #1, how might you promote active and responsible citizenship within the framework of your state's social studies program goals?

3. Does the knowledge-base of your state's social studies guidelines include history, geography, the social sciences, the humanities, and personal life experiences of students? If yes, how is each addressed? If no, can you address the absence of such in your school? At the state level? How?

4. Does the skills component of your state's social studies guidelines include those proposed herein and by the National Council for the Social Studies (Social Education, October, 1989, pp. 384–385)? If yes, how? If no, which skills are absent?

5. Does the values component of your state's social studies guidelines call for the promotion of a coherent and consistent set of values for successful functioning in a democratic environment? If yes, how? If no, how is the issue addressed?

6. Is there a civic/social participation component in your state's social studies guidelines? If yes, will it truly promote active and responsible citizenship? If yes, how? If no, what can you do to overcome this situation?

7. What, if any, changes do you think should be made in your state's social studies guidelines. Assuming you list one or more changes, how might you play a role in fostering such change?

8. What do you think of CAAP? Would it work in your school and with your students? Why, or why not?

9. Do you presently provide students opportunities for civic/social participation in the community? If yes, how do these compare to CAAP? If not, would you consider registering your students in CAAP? Explain your response.

FOOD FOR THOUGH BEFORE MOVING ON

Following the reading of Chapter Four take some time to compare your state's social studies guidelines with each of the recommendations offered. General questions might include:

1. Do your state's guidelines reflect the recommendations offered in this publication. If yes, how? If no, with which do they diverge?

2. Is it desirable that your state's social studies guidelines reflect "compatability" with the recommendations offered in this publication? If no, which ones need not be reflected?

3. Where do you go from here to foster or otherwise support and promote improvement in your school's social studies program?

REFERENCES

Constitutional Rights Foundation *Youth Service Programs.* "In Search of a Scope and Sequence for Social Studies.

Report of the National Council for Social Studies Task Force on Scope and Sequence." *Social Education*, 53(6), October, 1989, 384–385.

Social Studies Guidelines of the States. Council of State Social Studies Specialists. 1989.

Special Note:
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Civic Achievement Award Program
Close Up Foundation
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1-800-356-5136

This writer extends his appreciation to the folks at Close Up Foundation, not only for permission to quote from their publications but for the work they do in promoting active and responsible citizenship among the young people of this nation. Special thanks to Jim Kohlmoos, Vice President for Outreach, Mary Jane Turner, Director of the Civic Achievement Award Program and Diana Dillon, Outreach Manager for CAAP.

CHAPTER FOUR
Tentative Conclusions and Recommendations

Without doubt, the classroom teacher is the most powerful force which shapes social studies goals and objectives. Teachers' beliefs, knowledge-base about social studies content, early adolescents and available resources in large part mold the nature of any social studies programming.

Teachers have little control over budget considerations but typically they participate in the selection of textbooks and are arbiters of what occurs in their classrooms. Therefore, any curricular change which is not viewed favorably by teachers can be effectively vetoed. Recognizing the fact that any change or improvement in social studies lies largely in the hands of teachers, this final chapter is devoted to conclusions and recommendations regarding middle level classroom practices.

The broad goals of middle grades education complement more specific social studies goals and include general needs and expectations for students. Specifically, every middle level student:

1. " . . . should be well known as a person by at least one adult in the school who accepts responsibility for the student's guidance;
2. . . . should be helped to achieve optimum mastery of the skills of continued learning together with a commitment to their use and improvement;
3. . . . should have ample experiences designed to develop decision-making and problem-solving skills;
4. . . . should acquire a functional body of fundamental knowledge; and,
5. . . . should have opportunities to explore and develop interests in aesthetic, leisure, career, and other aspects of life" (Alexander, 1988, pp. 108–109).

Any changes made in social studies programming ought to take these five general perspectives into account. General program goals in social

studies also complement more specific social studies expectations. Specifically, middle level social studies programming ought to establish functional knowledge, skills, values and personal/social behavior repertoires that empower them to:

1. "Consider intelligently the complex issues that affect daily living in our society.
2. Formulate value/moral systems that promote responsible and thoughtful responses to personal and social issues.
3. Develop a sense of "enoughness" in the context of personal lifestyle and standard of living.
4. Develop a sense of global interdependence . . .
5. Develop skills and predispositions associated with democratic living.
6. Formulate visions of the future toward which personal and social action may be directed" (Toepfer, 1988, p. 112).

CURRENT REALITIES

Although exemplary social studies programs exist and many teachers are doing an excellent job of teaching, research findings suggest that reform is needed. In spite of the fact that many middle grades schools exemplify the best characteristics of sound middle school education (Alexander and Mcewin, 1989) there remains a great deal to do, particularly in curriculum and program development.

This chapter draws extensively on findings of three national studies sponsored by the National Science Foundation (Stake and Easley, 1978; Weiss, 1978; Wiley, 1977) and reported by Shaver, Davis and Helburne (1979). These comprehensive studies offer insight into the nature of classroom practices and confirm the view that social studies instruction has changed little since the 1920's, even in middle grade schools where some of the most innovative and far-reaching changes have occurred in the past two decades.

Findings of these studies have been summarized from more than 2000 pages of research and reported by Shaver, Davis and Helburne (1979). Major conclusions reported include the following.

1. Teachers are the key to what social studies will be for any student and have the power to render ineffective any curricular change not meeting their approval.
2. Materials from the federally-funded social studies projects of the 1960's and 1970's are not being selected for classroom use.
3. The dominant instructional tool continues to be the conventional textbook and longtime bestsellers continue to dominate the market.

4. The curriculum is mostly history and government, with geography included at the elementary and middle/junior high school levels. There is little interdisciplinary teaching, and little attention to societal issues.
5. The dominant mode of instruction continues to be large group, teacher-controlled recitation and lecture, based primarily on the textbook.
6. The "knowing" expected of students is largely information oriented. Students often have to reproduce the content and language of the book. Experience-based curricula are rare as is inquiry teaching.
7. Teachers rely on external motivation. Students are not expected to learn because of their own interest but because doing one's lessons is the thing done for grades.
8. Students generally find social studies content and modes of instruction uninteresting.
9. Affective objectives are rarely an explicit part of the curriculum. Implicitly, content and classroom considerations are typically used to teach students to accept authority and to have them learn "important truths" about history and government.

When the unique nature of early adolescence is considered in relation to these findings, it is evidence that improvement and reorientation is needed in middle level social studies. Clearly, the initiative for improving middle level social studies must emanate from individual teachers if it is to be effective.

In the hope that middle level educators are willing to consider program revisions based on research findings the following conclusions and recommendations are offered in the spirit of expectation that restructuring middle level social studies curriculum and instruction is a "reachable" goal.

CONCLUSIONS AND RECOMMENDATIONS

CONCLUSION 1

Most social studies instruction is limited to use of the standard textbook with most teachers relying on it almost exclusively. It is viewed by many teachers as being appropriate and adequate.

The standard textbook is not a teaching aid to be viewed negatively when used as a major resource for instruction. When carefully selected it is probably the single most important source for basic social studies instruction. The problem arises when it is utilized as the *only* source of "truth" by teachers. When it is viewed as authoritative and not to be questioned, the kind of instruction that is most effective with early adolescents is negated.

Exclusive use of a textbook in unimaginative ways discourages students from thinking about the many important issues of the 1980's as well as those which occurred in the past that offer implications for the future. Overuse and/or misuse of textbooks retards development of reflective thinkers who believe they can participate in and influence society through active involvement.

The textbook should be used in ways that allow early adolescents to learn more than simply memorized facts. Limiting knowledge to this degree leads to passive, uninvolved future citizens who have little true understanding of social studies goals or how to achieve active and responsible citizenship.

RECOMMENDATION 1

Textbooks should be carefully selected and used as a major resource in addition to a wide variety of supplemental resources. Steps should be taken to point out the textbook's limitations as well as its benefits.

CONCLUSION 2

The middle grades curriculum is largely limited to history, government and geography with little interdisiciplinary teaching occurring.

Social studies should not be taught in "isolated" segments. A wider, more integrated experience is more appropriate and leads to deeper understandings. As important as history, government and geography are as separate fields of study, they are best taught from an interdisciplinary perspective (Alexander and George, 1981; Beane, 1976; Fox, 1975; Humphrey, Post and Ellis, 1981; Kerekes, 1987; Vars, 1984, 1986a, 1987). Such an interdisciplinary mix ought to incorporate the other social sciences as well as the humanities.

Early adolescents are beginning to move into a developmental stage that allows them to understand interrelationships (Lewbel, 1989). When presented on their intellectual level, interrelationships may be understood for the first time. However, when instruction is limited to singular highly structured classes with little integration of other knowledge or experiences, meaningful learning is severely limited and motivation is often low.

RECOMMENDATION 2

Middle grades social studies should emphasize history, government, and geography with numerous opportunities for integration of other social science disciplines and the humanities. Interdisciplinary units should be utilized with continuous interdisciplinary planning among social studies teachers and their colleagues in other subject areas.

CONCLUSION 3

The dominant modes of instruction continue to be large group, teacher dominated and controlled recitation and lecture based primarily on the textbook.

An examination of the characteristics of early adolescence makes it clear that instruction limited to recitation and lecture will not be highly successful. Social studies is unsurpassed in potential when many exciting and interesting learning experiences are integrated into the curriculum.

Methods and activities appropriate for these youth include: simulation games, audio-visual materials, bulletin boards, independent and group projects, guest speakers, open discussions, values clarification activities, learning activity packets, exchange programs, pen pals, festivals of various countries and communities, case studies, speaking opportunities, field trips, community and social action projects, to name a few.

RECOMMENDATION 3

A wide variety of teaching methods and materials should be used in middle level social studies instruction.

CONCLUSION 4

The "knowing" expected of students is largely information-oriented with students often not only having to repeat on tests and in discussions the content of the textbook, but often having to use the language of the textbook.

This finding is a sad commentary in social studies instruction. Fortunately, there are numerous middle grades teachers who do not fit this category! As noted by Shaver, Davis and Helburn (1979) students are generally, "expected to learn and respect understandings that come from others, assumedly validated, but by processes that are not explicated much less brought up during classroom discourse to be examined and applied by students" (p. 151).

RECOMMENDATION 4

The "knowing" expected of students should not be limited to information to be repeated and should include a wide variety of learning strategies and teaching and learning styles. Information in the textbook should be examined, discussed and experienced. Experience-based curricula such as community and social action projects should be included in social studies programs.

CONCLUSION 5

Teachers tend to rely on external motivation and students generally find social studies content and modes of instruction uninteresting.

Given the focus on the textbook and on external motivation it is not surprising that students find social studies uninteresting. Early adolescents are at a stage where challenging social studies experiences could prove powerful motivators. Radical approaches to teaching are not required. Rather, the use of challenging, action oriented, integrated curriculum and instructional activities are easily incorporated into any existing social studies program.

It has long been an accepted principle of learning that knowledge gained by persons interested and involved in the process is retained longer and is more meaningful. This alone is sufficient reason to focus on attempts to improve social studies programming. The majority of early adolescents have not reached the maturity that allows them to conceptualize the importance of learning now to better themselves in the future. They are primarily present-oriented and learn more readily when internally motivated.

RECOMMENDATION 5

Classroom learning should be designed and implemented in ways that recognize that both internal and external motivation are important to promoting active involvement in social studies.

CONCLUSION 6

Affective objectives are rarely an explicit part of the social studies curriculum.

"Content and classroom interactions are typically used to teach students to accept authority and to have them learn "important truths" about our history and government" (Shaver, Davis and Helburn, 1979). Values are being refined during early adolescence. This reality holds many implications for social studies instruction including to address rather than avoid value laden issues.

The flexibility of values during this developmental period carries with it both opportunities and responsibilities for social studies instruction. Social studies curricula abound with opportunities for values development as early adolescents begin for the first time to gain a realistic understanding of emotions such as love and hate and to question the rationalizations given for war, social injustice, and other types of overt and covert human behavior.

No more opportune time exists for assisting these youth in obtaining a broader understanding of critical value-related issues. Exposure

to value conflicts through literature, films, community involvement and other activities provides excellent forums for dealing with developing adult-like emotions and beliefs while valuable social studies concepts are studied.

Numerous opportunities for pointing out the important reality that diversity is normal and positive also exist. Open-ended discussions, for example, can help students determine life direction and lead to increased self-understanding regarding their role as an active and responsible citizen.

RECOMMENDATION 6

Affective education is a crucial responsibility of middle level social studies educators and should form an important component of the social studies program.

CONCLUSION 7

There is little time and effort spent in social studies classes on controversial issues.

There seems to be too little concern among us all for addressing controversial issues in the educational setting. Since "Teachers' views tend to agree with the community's view . . . teachers give up none of their integrity by not venturing too far into uncomfortable topics" (Shaver, Davis and Helburne, 1979, p. 152). This problem seems to be one of growing seriousness as our nation continues to drift toward more conservative views and "political constraints" hamper legitimate efforts to educate rather than simply train the school-age population.

Your writer is not recommending a radical approach to social studies but believes that instruction ought to be more than textbook reading and recitation. Active and responsible citizenship does not commence with graduation from high school; early adolescents are citizens NOW and need to learn behaviors and develop attitudes that promote a deeper appreciation of citizenship.

RECOMMENDATION 7

Middle grades social studies teachers should make their classrooms a forum for democratic action and should not hesitate to address controversial issues that hold meaning for early adolescents. Community and social action projects should be an on-going component of the social studies program.

CONCLUSION 8

Social studies teachers are concerned with the apathy shown by their students.

The national studies mentioned above confirm that social studies educators are interested in the personal and academic well-being of their students. With teachers interested in their students, why does there seem to be so much apathy among students toward social studies? One of the reasons seems to be that teachers have not drawn the connection between how early adolescents learn effectively and the instructional practices in their classrooms.

The unique needs and interests of this age group must be carefully considered when planning social studies programs and learning activities. As any successful middle grades social studies educator can attest, apathy will quickly disappear when social studies programming becomes action-oriented.

RECOMMENDATION 8

A wide variety of teaching strategies should be utilized at the middle level and materials should be selected in light of the needs and interests of early adolescents.

CONCLUSION 9

Too little emphasis and time is spent on skill development in social studies classes.

As noted previously, research shows that the textbook is rarely challenged as an exercise in analysis. Additionally, ". . . tests typically emphasize textbook knowledge, rather than skill objectives" (Shaver, Davis and Helburn, 1979, p. 151). Too often class time is considered too valuable to devote to more time-consuming activities that contribute to skill building important to active and responsible citizenship (e.g. decision-making, problem-solving, critical thinking, locating, gathering and evaluating information and ideas, and presenting ideas orally and in written form). These and other skills should be emphasized throughout the social studies curriculum.

RECOMMENDATION 9

Additional emphasis should be placed on skill development in middle grades social studies. Skill development should be a systematic and continuing aspect of all social studies curriculum and instruction.

CONCLUSION 10

Most teachers have insufficient knowledge and professional training in early adolescent education. This is a major reason why many social studies classes so closely resemble those of senior high schools, colleges, and universities.

The lack of knowledge about early adolescence is not unique to

the social studies teacher. Historically, social studies educators have been prepared to teach at the elementary or senior high level with little mention of the intermediate level (Alexander and Mcewin, 1982; 1989).

Due to the singular lack of middle level teacher training programs it is rare to find social studies educators who have received adequate training in early adolescence and their educational needs. Studies of middle/junior high schools in four states revealed that 11, 20, 11 and 24 percent respectively of teachers had received special training for teaching at the middle level Allen, 1980; 1981; Mcewin, 1981; Alexander and Mcewin, 1989).

Since the majority of teachers, administrators, supervisors and other personnel involved with middle level social studies have little or no special preparation, they should make special efforts to discover and study available information about this age group. Administrators and supervisors can play an important role in improving middle grades social studies by making special efforts to locate and make available information regarding teaching early adolescents.

RECOMMENDATION 10

Middle level social studies teachers should become apprised of the early adolescent period by reading, attending conferences and participating in other professional experiences that will increase their understanding. Administrators, supervisors, guidance personnel, and others responsible for instruction should make every effort to assist teachers in learning more about teaching early adolescents and to increase their own knowledge.

CONCLUSION 11

Social studies programming often does not contribute significantly to students' personal development.

Social studies properly emphasizes citizenship as it relates to government affairs, history, other social sciences, the humanities as well as active and responsible involvement. However, "Much of the rhetoric of social-studies-as-citizenship, focusing on the goal of intelligent moral action in public affairs, negates a large part of the personal goals to which social studies more broadly construed could contribute" (Morrissett, 1981, p. 53).

By more closely relating social studies programming to the needs and interests of early adolescents, both the goals of personal development and specialized social studies knowledge can be attained more effectively. Every effort should be made to respect the uniqueness of each learner throughout the instructional process (e.g. incorporate per-

sonal life experiences of students who have traveled, witnessed or participated in special events, or are of different ethnic backgrounds into social studies programming; provide opportunities to compare and contrast students' own developing value systems with those of other cultures).

Other examples for promoting both personal development and social studies include: keeping time journals; comparing one's self with historical figures; creating student exchange programs—even if limited to an immediate geographical location; providing a wealth of multicultural experiences; studying cultural variations throughout history; and, providing ample opportunities for addressing students' new-found idealism by studying variability in human history. Finally, using children's literature is another way to promote increased understanding of active and responsible citizenship.

RECOMMENDATION 11

Social studies educators need to recognize their responsibility to contribute to the personal development of their students.

CONCLUSION 12

Social studies educators generally ought to become more active in professional associations.

Although many classroom teachers actively participate in professional organizations, there is a real need for those not involved to become more active. This would create a stronger awareness of research results, teaching strategies, resource materials, and other aspects of professional functioning so important to quality instruction. Such involvement might also make professional associations more effective change agents in education.

Input from classroom teachers is a vital component for accomplishing stated goals of various professional organizations. Association activities through publications, conferences and the like offer a myriad of opportunities for promoting greater communication between and among social studies educators.

RECOMMENDATION 12

Social Studies teachers should become more involved in professional associations. Administrators, supervisors, and other school-based personnel in support positions should encourage and financially support such involvement.

CONCLUSION 13

The emergence of the middle school movement is having some ef-

fect on social studies instruction.

The reorganization of middle grades education in recent years has prompted increased attention on social studies education. Though a national study revealed that only limited significant instructional changes have occurred in most middle grades schools advocates of the middle school concept have encouraged instructional as well as organizational changes that have positively impacted on curriculum and instructional practices (Brooks and Edwards, 1978).

In schools utilizing the middle school concept, more emphasis is placed on interdisciplinary teaching and units, personal development, cooperative/team teaching, and other components that simplify planning and implementation of meaningful social studies programming. It remains to be seen whether this relatively new movement will have a lasting impact on social studies.

RECOMMENDATION 13

Aspects of the middle school concept should be examined by social studies educators, regardless of their current school organization plan, to determine if components of the concept may be beneficial to their teaching. Cooperative planning/teaching, flexible scheduling and heterogeneous grouping hold potential for improving the effectiveness of social studies programming for promoting active and responsible citizenship.

REFLECTIONS ON THE FUTURE: A VIEW FROM THE PAST

This chapter explored only a few of the myriad issues facing middle grades social studies. Your writer attempted to challenge readers to reflect on certain issues and to search for improved ways to provide meaningful social studies experiences for early adolescents.

We all face a profound responsibility for preparing young people for living not only now but into the Twenty-first Century. Social studies educators especially are charged with the task of preparing them for active and responsible citizenship. No more important task exists than the preparation of positive and purposeful individuals for such a role. Planting a legacy of reflection coupled with the abilities and desires to nourish personal powers is a powerful reality indeed.

Remembering some of the discussion in Chapter one on the value of history we are reminded that from time to time it is valuable to reflect on the historical/philosophical record that guides current perspectives on schooling, or should! Such a review may remind us all not only of the ends we seek through the educational enterprise but that all too often we may have "developed practices, under the guise of proper housekeeping and in the name of efficiency, which now seem so nor-

mal that we fail to see that our acts deny our words" (Hullfish and Smith, 1961, p. 16).

By revisiting one of the myriad educational documents of the past twenty years we might better place the present in perspective; to see that often what is offered as "new" is merely a restatement of old and entirely functional ideas. With this perspective in mind your writer will close this chapter by reflecting on the *Vermont Design for Education* (1968) and suggest parallels between it and sound middle level social studies education.

1. THE EMPHASIS MUST BE UPON LEARNING, RATHER THAN TEACHING.

Education is for the learner. It ought to be a process that enhances the learner's functioning in the world beyond the classroom. Further, it ought to infuse the learner with a lifelong commitment to active and responsible citizenship.

2. A STUDENT MUST BE ACCEPTED AS A PERSON

Early adolescents experience profound developmental changes that challenge their self-concept, self-esteem and adults' patience and understanding! Just as we must all learn to accept the variability and complexity of all peoples in our democratic environment, so too, should educators assist early adolescents in accepting not only themselves but others as well.

3. EDUCATION SHOULD BE BASED UPON THE INDIVIDUAL'S INHERENT DESIRE TO LEARN AND TO MAKE SENSE OF HIS (OR HER) ENVIRONMENT.

Early adolescents desire to understand their environment as they change and mature. Social studies programming ought to take advantage of such desire to promote active and responsible citizenship as well as support this search for place and identity.

4. ALL PEOPLE NEED SUCCESS TO PROSPER.

That this reality must be real part of every early adolescent's daily educational experience is axiomatic. Both academic and personal/social success is essential for developing a positive self-concept and store of self-esteem. This is particularly pertinent to early adolescents in their search for self in the context of their social/emotional environment. Such searching offers rich ground in which to "plant" the seeds of active and responsible citizenship through projects that extend their time and energy toward others in the community.

5. EDUCATION SHOULD STRIVE TO MAINTAIN THE INDIVIDUALITY AND ORIGINALITY OF THE LEARNER.

The very nature of the learning process calls for individuality and originality. Early adolescents strive for individuality in quite diverse and original ways! Such searching is supported and promoted by sound

social studies programming.

6. EMPHASIS SHOULD BE PLACED ON A CHILD'S WAY OF LEARNING–THROUGH DISCOVERY AND EXPLORATION–THROUGH REAL RATHER THAN ABSTRACT EXPERIENCES.

In every stage of development humans learn in ways unique to that particular stage. Such is the case with early adolescents. However, given the added developmental progressions at this time, exploration of the world outside the classroom through carefully planned and developmentally compatible social studies experiences is particularly appropriate.

7. THE DEVELOPMENT OF AN INDIVIDUAL'S THOUGHT PROCESS SHOULD BE PRIMARY.

Emphasizing rote learning iń social studies simply does not promote active and responsible citizenship attitudes and commitments, much less intellectual development. In fact, such educational practice actually restricts intellectual development in early adolescents. As they mature early adolescents seek to extend the frontiers of their personal experience. Developing functional intellectual tools for addressing pressing issues of public policy is critical to a healthy democratic system.

8. PEOPLE SHOULD PERCEIVE THE LEARNING PROCESS AS RELATED TO THEIR OWN SENSE OF REALITY.

Early adolescents grapple with their own sense of reality by striving to relate to others–peers and adults alike–as they ride a developmental roller coaster. Supporting this effort is a critical part of sound social studies programming.

9. AN INDIVIDUAL MUST BE ALLOWED TO WORK ACCORDING TO HIS (OR HER) OWN ABILITIES.

Just as early adolescents vary widely physiologically, so too, they vary widely in intellectual ability. Such differences must be recognized by social studies educators especially in skill development activities.

10. THE TEACHER'S ROLE MUST BE THAT OF A PARTNER AND GUIDE IN THE LEARNING PROCESS.

Middle level educators have long recognized the need to promote a "working partnership" wih early adolescents. As students initiate higher cognitive processing they need to be encouraged and supported in such efforts by challenging social studies programming.

11. THE DEVELOPMENT OF A PERSONAL PHILOSOPHY, A BASIC SET OF VALUES, IS PERHAPS ONE OF THE MOST IMPORTANT OF HUMAN ACHIEVEMENTS.

Contrary to popular perception early adolescents "seek to understand the enigmas of life. . . . Further they are concerned with intellec-

tual, philosophical, biological, sociological, moral and ethical issues" (This We Believe, 1982, p. 8). Social studies educators are continually challenged to provide an intellectually stimulating environment in which these youth may safely "try out" growing intellectual abilities in the development of their own value systems, especially in the context of active and responsible citizenship.

12. WE MUST SEEK TO INDIVIDUALIZE OUR EXPECTATIONS OF A PERSON'S PROGRESS AS WE STRIVE TO INDIVIDUALIZE THE LEARNING EXPERIENCE FOR EACH PERSON.

In the face of an increasing technological and depersonalized world social studies educators are challenged to recognize early adolescents as individuals. Self-esteem is a critical ingredient in development and individualizing components of social studies programming can provide necessary support for developing positive self-esteem. That positive self-esteem is a critical ingredient in active and responsible citizenship is axiomatic.

13. THE ENVIRONMENT WITHIN WHICH STUDENTS ARE ENCOURAGED TO LEARN MUST BE GREATLY EXPANDED.

The need to provide concrete and realistic learning experiences in social studies is great. As early adolescents move toward greater degrees of personal and social responsibility they need to connect with the world beyond the classroom in ways that promote active and responsible citizenship.

14. THE SCHOOL SHOULD PROVIDE A STRUCTURE IN WHICH STUDENTS CAN LEARN FROM EACH OTHER.

Cooperative learning is an essential ingredient of sound middle level education. Developmental variability provides numerous opportunities for these youth to learn from each other. Meaningful small group projects in social studies are valuable in teaching students how to work within a group setting and to accept a share of the responsibility to complete a task.

15. TO PROVIDE A MAXIMUM LEARNING EXPERIENCE FOR ALL STUDENTS REQUIRES THE INVOLVEMENT AND SUPPORT OF THE ENTIRE COMMUNITY.

An important ingredient in successful social studies education is the support of parents and the community. When students are involved in meaningful community-based activity both they and the community benefit.

16. SCHOOLS SHOULD BE COMPATIBLE WITH REALITY. LEARNING WHICH IS COMPARTMENTALIZED INTO ARTIFICIAL SUBJECT FIELDS BY TEACHERS AND AD-

MINISTRATORS IS CONTRARY TO WHAT IS KNOWN ABOUT THE LEARNING PROCESS.

Sound social studies programming must be developmentally appropriate. Without the purposeful connection between the two early adolescents are poorly served.

17. INDIVIDUALS SHOULD BE ENCOURAGED TO DEVELOP A SENSE OF RESPONSIBILITY.

Individual responsibility lies at the hart of individual and social existence. It is one of the cornerstones of active and responsible citizenship in a democratic environment. As early adolescents seek their individual identity and place in the scheme of things, learning that actions have logical consequences is critical to successful functioning in our complex world.

(This writer extends his heartfelt appreciation to Mr. Jim Reid, Media Coordinator, Addison-Rutland Supervisory Union, Fair Haven, VT, for the reminder of the timeless value of the Vermont Design for Education and for subjecting these ideas to a "once-over").

THE MIDDLE SCHOOL CONNECTION QUESTIONS TO PONDER

1. Do you agree with Alexander's "broad goals for middle grades education"? Explain your response(s).
2. Are goals such as Alexander outlines a conscious part of your middle grades school climate?
3. If you responded with a "No" to #2, explain your answer.
4. Should early adolescents be "empowered" in the manner that Toepfer describes? Why or why not?
5. Does your middle grades school promote such empowerment? If so, how? If not, why?
6. Discuss your reactions to the "current realities" in social studies education as discussed in this chapter?
7. To what degree do any of the research findings about social studies education reflect your curriculum and/or pedagogical functioning in the classroom?
8. Did any of these findings surprise you? If yes, which one(s), and why?
9. Discuss with colleagues your reaction to each of the conclusions and recommendations presented in this chapter.

10. To what degree do any of the conclusions and recommendations challenge you to change your school's social studies programming?
11. To what degree do any of the conclusions and recommendations challenge you to change your teaching practices?
12. React to each of the position statements of the Vermont Design as presented in the concluding section of this chapter.
13. To what degree does your school's climate reflect any of the tenets of the Vermont Design? Explain your response.
14. To what degree do your personal classroom practices reflect any of the tenets of the Vermont Design? Explain your response.

The goal of this publication is to provide sufficient dissonance in the reader's mind so that possibilities for change will be seriously considered. How do you feel about your social studies program and teaching methods following completion of the monograph? Do you plan any changes? If so, describe these changes. If not, explain?

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NOTES